DOCUMENT RESUME

ED 101 161 | 95 | CE 002 923

AUTHOR Tiscornia, Joseph; And Others
TITLE Regional Institute for the Training of Teachers of English as a Second Language to Adult Puerto Ricans.
INSTITUTION Glassboro State Coll., N.J.; Jersey City State Coll., N.J.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE 71
NOTE 151p.

EDRS PRICE MF-$0.76 HC-$8.24 PLUS POSTAGE
DESCRIPTORS *Adult Basic Education; *English (Second Language); Institutes (Training Programs); Institute Type Courses; *Instructional Materials; Language Teachers; Lesson Plans; Master Teachers; *Puerto Ricans; Second Language Learning; Spanish Speaking; *Teacher Education; Teacher Improvement; Teacher Workshops

ABSTRACT

The institute provided an opportunity for 83 English as a Second Language (ESL) teachers to practice with an existing class of non-English speakers. Participants were divided into small groups, and each group was assigned a master teacher to supervise the entire three weeks of activities. Activities included: demonstration and discussion, curriculum planning and development, planning of units and lessons to be utilized in practice-teaching sessions, reviewing and evaluating video tapes of practicum sessions, library research, and room preparation for practice teaching. The document lists participants, course requirements, and selected remarks from guest speakers. Also included are illustrative lesson plans prepared by participants and master teachers, each organized according to content, techniques, materials, and time allotment. Representative institute handouts include the following topics: classroom methods in oral practice, contrasting structural patterns, guidelines to second language learning, principles of teaching adults, a self-evaluation form, a guide to cultural information, types of structural drill, the ESL experimental syllabus outline, illustrations, a teaching vocabulary, a checklist of minimal competencies, a selected bibliography, and an annotated resource guide. (MW)

ED101161

Adult and Continuing Education Resource Centers

English as a Second Language Teacher Training Institute

1971

CONDUCTED BY
JERSEY CITY STATE COLLEGE
JERSEY CITY, N.J.
IN COOPERATION WITH
GLASSBORO STATE COLLEGE
GLASSBORO, N.J.

CE002923

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

TEACHER TRAINING INSTITUTE

THE ADULT EDUCATION ACT, SECTION 309 (c), TITLE III, P.L. 91-230

REGIONAL INSTITUTE
FOR THE TRAINING OF TEACHERS
OF
ENGLISH AS A SECOND LANGUAGE TO ADULT PUERTO RICANS

Prepared by:

Joseph Tiscornia
Project Director

Kathryn Taschler
Assistant Director

Patrick Schifano
Coordinator of Institute Activities

Foreword

People who cannot speak are mutes,
  and people who cannot speak English
  in an English-speaking community may also
  be considered to be mutes.
People who are mutes suffer,
  those who cannot speak English
  in an English-speaking community also suffer.

The purpose of this booklet is to help those teachers who attented the Institute. We have attempted to bring together the work of the Institute so that each participant may reflect upon last summer's activities and utilize the materials which they helped to produce.

Table of Contents

Introduction 1

Logo 7

Format of the Institute 9

Institute Staff and Participants 17

Course Requirements 33

Selected Remarks from our Guest Speakers 39

Illustrative Lesson Plans - Participants 47

Illustrative Lesson Plans - Master Teachers 61

Comments...from your Correspondence 77

Selected Handouts 81

Glossary 155

Parting Comments 161

Introduction

The Adult and Continuing Education Resource Centers were conceived five years ago by the New Jersey Bureau of Adult Education. In an effort to strengthen teacher training for adults, the "Bureau" under the direction of Dr. Clyde Weinhold and Rocco Gambacorta asked the State Colleges of Glassboro, Jersey City, Montclair, and Newark to open "Resource Centers."

The College Resource Centers for Adult Education play a key role in helping to raise the educational level of New Jersey's adult population. Their primary purpose is to provide assistance in the preparation of teachers of adult education as well as educational services to other personnel involved in adult education activities. More specifically, the College Resource Centers for Adult Education provide the following services:

1. Making available to educational institutions, resource centers, community groups, and interested personnel, a program for designated teachers to enhance and establish competency in teaching and counseling adults.
2. Making available to educational institutions and community groups consultant services in adult education.
3. Establishing a library and information center for adult education both curricular and teacher-instructional.
4. Reviewing, evaluating and developing curricular materials for continuing education.
5. Planning for college courses which would include adult education methods and materials to be offered at both the undergraduate and graduate levels. Such courses to be designed to increase the competency of teachers of adults.
6. Conducting special activities directed at improvement of resources and training of teachers who will be involved in adult programs.
7. Providing evaluative services relating to effectiveness of adult education programs.
8. Conducting research programs.

Prior to the summer of 1970, the Adult Education Resource Center of Jersey City State College approached Rocco Gambacorta who was then the Acting Director of the Bureau, George Snow, the Director of the Office of Adult Basic Education, and Bruno Ciccariello the Assistant Director with a proposal to train some forty-two teachers in English as a Second Language. Because a practicum experience was built into the plan which proposed to "tell how to do it," "show how to do it," and then provide an opportunity for the participants to actually "practice their 'learnings' with an existing class of non-English speakers," the Bureau bought the idea.

The concept of this workshop was so unique and so successful in achieving its goals, plans to conduct a Regional Institute were encouraged. With the help of Dr. Grace Hewell, Director of Adult Education for Region II of the office of Education and the Glassboro State College Adult Education Resource Center the 1971 Summer Institute became a project for eighty-three ESL teachers. This proposal was submitted and approved under section 309 of the Adult Education Act.

The participants received practice teaching experience in ESL classes, with emphasis on the audio-lingual approach. The classes used for the practicum experience were located at Memorial High School in West New York, New Jersey, and Union Hill High School in Union City, New Jersey. Both locations had a large enrollment of non-English speaking adults. In addition, both of the directors expressed willingness to cooperate with Institute policy. Mr. Arthur Von Schalscha of West New York and Miss Louise DiBrito of Union City were the respective directors.

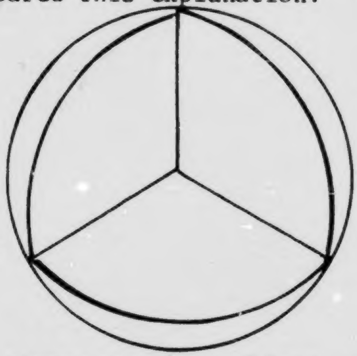
The number of students in need of ESL Instruction continues to grow every year. Furthermore, the adjustment of these students to a life different from their previous environment is hampered by their inability to speak English. For these reasons, the demand upon ABE programs for ESL courses continues to grow rapidly. ABE teachers were suddenly placed into ESL courses with little if any preparation.

The English as a Second Language Institute was planned and conducted to alleviate this crucial problem. The Institute utilized a balance of both theory and practice to train teachers for ESL instruction. In this way, the Institute hoped to better adult education particularly in the field of teaching English as a Second Language.

~ Logo ~

To Our Participants:

In response to several requests concerning the "Logo" for the Institute, we have prepared this explanation:



The circle is the strongest plane object we have, therefore, everything is encompassed within it.

After the circle in strength, comes the triangle, and the lines drawn from the circumference to the center of the circle form three triangles. Each triangle represents a part of the goals of the Institute.

Triangle one is borrowed from the Boy Scouts of America - "Be Prepared". We hope that your stay with us will strengthen your ability to teach ESL. We will attempt to "prepare" you in some way "to do the job".

Triangle two says "Believe". Believe in what you are doing - be dedicated to the task of teaching ESL - and express an enthusiasm when you teach.

The last triangle stands for "Understanding". Try to understand the problems facing your students - your affection towards them will make them more secure in your class.

Last of all, we really didn't make triangles, because we inserted arcs at the base of each. Those arcs, along with the circumference, devote smiles. We sincerely want this Institute to be a happy one.

The colors of the "Logo" are not representative. They just happen to be the only ones available, because there were three cans of paint in our closet.

Joseph R. Tiscornia

Format of the Institute

The participants in the Institute were divided into small groups consisting of from five to seven people. Each group was assigned to a master teacher to supervise its activities for the entire three weeks. These small groups performed the following functions:

1. Demonstration and discussion.
2. Curriculum planning and development, and the preparation of teacher-made materials.
3. Planning of units and lessons to be utilized in the practice-teaching sessions.
4. Reviewing video tapes of practicum sessions.
5. Evaluating effectiveness of practice teaching on the basis of video tapes, and teacher and peer observations.
6. Library research.
7. Preparation of room environment for practice teaching.

Large group sessions were used for presentations by experts in the ESL fidld on topics such as cultural sensitivity, methods and techniques, materials available and their use, utilization of media, etc.

Some of the lectures, demonstrations, discussions and practice teaching were video taped and used for individual and/or group review. Selected educational films were also available to the participants. A library was set up in a Memorial High School classroom to expose participants to the most recent ESL materials.

The following was a typical schedule of the Institute's activities:

1:30 - 3:30	Large group session--selected speakers at Memorial High School, West New York, New Jersey.
3:30 - 5:45	Small Groups with master teachers at Memorial High School.
5:45 - 7:00	Dinner and travel to practicum sites.
7:00 - 7:30	Final preparation for practice teaching.
7:30 - 9:10	First week--observation of master teachers. Second and third weeks--actual practice teaching by participants.
9:10 - 9:30	Critique in small groups with master teachers.

Friday meetings were held from 9:30 a.m. to 2:30 p.m. at Jersey City State College. The schedule consisted of speakers and small group sessions for discussion and preparation of the following week's activities. During the Friday sessions the Institute staff also asked the participants to submit a written critique of the completed week's activities.

* * * * * *

Included in the Institute is help provided on-the-job to the participants by the staffs of the Jersey City and Glassboro Adult and Continuing Education Resource Centers. The purpose is not only to provide help for the teachers, but to give feedback to the Centers for future training sessions.

WEEKLY SCHEDULE OF INSTITUTE ACTIVITIES DATES July 5 - July 9, 1971

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
At JCSC	At Memorial High School, West New York, N.J.			At JCSC
2:00 - 5:30 ESL Institute Registration and Room Assignments	1:30 - 2:30 Final Registration Introductions	1:30 - 3:30 Small Groups Basic Techniques of ESL	1:30 - 3:30 Dr. Francis Juhasz "The Nature of Language"	9:30 - 11:30 Dr. Eliane Condon "Teaching Pronunciation
	2:30 - 4:00 Institute Goals Language Lesson and Evaluation	3:45 - 4:30 Mini Language Lesson		
13 5:30 - 6:30 Social Hour	4:00 - 5:45 Small Groups Institute Mechanics Intre. to Observations	4:30 - 5:45 Small Groups Continue Basic Techniques Discussion of Observation	3:30 - 5:45 Small Groups Discussion & Preparation	11:30 - 12:15 Small Groups Discussion of Presentation
				12:15 - 1:15 Lunch
6:30 - Dinner & Evening Program	5:45 - 7:00 Dinner and Travel			
	7:00 - 7:30 Preparations for Teaching			1:15 - 2:30 Small Groups Program Evaluation Lesson Preparation
	7:30 - 9:10 Observations of Demonstration Lessons			
	9:10 - 9:35 Critique			

WEEKLY SCHEDULE OF INSTITUTE ACTIVITIES DATES July 12 - July 16, 1971

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	At Memorial High School, West New York, New Jersey				At JCSC - 9:30 11:30
1:30 to 3:30	Mrs. Mary A. Barr "An Overview of English Structure"	Master Teachers "Using Visual Aids"	Dr. Eliane Condon "A Contrastive Analysis of English & Spanish Structures"	Small Groups Individualized Learning.....	Miss Gloria Gallingane "Writing Techniques for ESL"
3:30 to 5:45	Small Groups Discussion & Lesson Preparation	Small Groups Discussion & Lesson Preparation	Small Groups Discussion & Lesson Preparation	Continuation of Activities Discussion and Lesson Preparation	11:30 - 12:15 Small Groups Discussion of Presentation
5:45 to 7:00	Dinner and Travel				12:15 - 1:15 Lunch
7:00 to 7:30	Preparation for Practice Teaching Sessions				
7:30 to 9:15	West New York and Union City Practice Teaching Sessions				1:15 - 2:30 Small Groups Program Evaluation Lesson Preparation
9:15	Critique of Practice Teaching Sessions				

WEEKLY SCHEDULE OF INSTITUTE ACTIVITIES

DATES July 19 - July 23, 1971

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	At Memorial High School, West New York, New Jersey				At JCSC
1:30 to 3:30	Mr. Protase Woodford "What, When, and How of Testing"	Miss Alice Osman "Reading Techniques for ESL"	Small Groups Evaluation of ESL Materials	Mr. Joseph Monserrat "On Language and Culture"	9:30 - - - Final Exam Program Evaluation Closing Remarks Checks, etc.
3:30 to 5:45	Small Groups Discussion & Lesson Prepazation	Small Groups Discussion & Lesson Preparation	Continuation of Activities Lesson Preparation	Small Groups Discussion & Lesson Preparation	
5:45 to 7:00	Dinner and Travel				
7:00 to 7:30	Preparation for Practice Teaching Sessions				
7:30 to 9:15	Practice Teaching Sessions West New York and Union City			Practice Teaching & Party for Students	
9:15	Critique of Practice Teaching Sessions				

Institute Staff
and
Participants

Project Director ~ Mr. Joseph Tiscornia

B.S. Elementary Education, Jersey City State College

M.A. + in Administration, New York University School of Education, Rutgers University, Stevens Institute of Technology

Teacher and Administrator in Public Schools of Northern New Jersey

Teacher of Americanization classes for adults

U.S. Army Instructor

Associate Professor, Jersey City State College

Director, Adult Education Resource Center,
Jersey City State College

Associate Director ~ Mrs. Dolores Harris

B.S. Elementary Education, Glassboro State College

M.A. Reading Education, Glassboro State College

Certification in Administration, Glassboro State College

ABE Institute - SUNY at Albany, New York

ABE and ESL Teacher, Director of Adult Education

Teacher and Administrator, Glassboro Public Schools
Director, Adult Education Resource Center,
Glassboro State College

Assistant Director—Miss Kathryn Taschler

B.S. Elementary Education, Duquesne University

M.A. Teaching English as a Second Language, Teachers College, Columbia University

Elementary School Teacher, Pittsburgh, Pennsylvania Public Schools

Peace Corps Teacher, Liberia, West Africa

Instructor in Project 309 Learning Center in Newark, New Jersey

Assistant Director, Adult Education Resource Center, Jersey City State College

Assistant Director—Mrs. Joyce Rosevear Wood

B.S. Secondary Education, Millersville, Pennsylvania State College

M.A. Teaching English as a Second Language, New York University

NDEA Institute - Teaching Disadvantaged Youth, Glassboro State College

NDEA Institute - Teaching English as a Second Language

Regional Institute - Teaching Migrants, Rider College

Spanish Teacher, Philadelphia, Pennsylvania Public Schools, Vineland, New Jersey Public Schools

Assistant Director, Adult Education Resource Center, Glassboro State College

Resumés of Master Teachers

MRS. RITA BANKS has attended several universities and colleges among which are the University of the City of New York, Columbia University, Cornell University and Montreal University. She has taught both on the high school and college level and is presently Teacher-in-Charge of Welfare Education Program in New York City.

MISS JEAN BODMAN received her bachelor's degree from the University of Colorado and her Masters from Teachers College, Columbia University. She has served as a teacher trainer at J.C.S.C., Newark State College, Fairleigh Dickinson University, and the City University of New York. She is presently employed by the City University of New York as an Instructor of ESL.

MISS CAROLYN CLAPP received her M.A. in ESL from Columbia University Teachers College. She has taught both here and abroad in such places as Temple University, Columbia University, Queens College and at Doshisha University in Japan. Miss Clapp is presently teaching language and composition at Rutgers University in Camden, New Jersey.

MRS. SUSAN GIACOBONE received her B.A. from Hunter College and her M.A. from New York University and is presently working on additional graduate studies at Hunter College. She has taught both on the high school and college level. Mrs. Giacobone has, during this time, developed an extensive curriculum for non- English speaking children.

MR. RICHARD HITT earned his baccalaureate degree from Montclair State College and his Masters from Fairleigh Dickinson University in Spanish and ESL on the high school level. He is presently teaching ESL both day and evening to children and adults.

MR. MICHAEL LANZANO received his B.A. degree from Hofstra College and a M.A. in English as a Second Language from Teachers College, Columbia University. His teaching and supervisory experiences include EFL Secondary School, Mpwapwa, Tanzania; Grove School, Willimantie High School in Connecticut; Peace Corps Trainer, TEFL, Teachers College, Columbia University; and ESL teaching and supervisory positions in the New York area.

MRS. DARLENE LARSON holds a M.A. in English as a Second Language from Teachers College, Columbia University. Her experiences include teaching college in West Cameroon as a Peace Corps Volunteer Teacher; American Language Program, Columbia University; English classes for U.N. wives through the United Nations Hospitality Committee; and presently as an instructor of ESL at the American Language Institute of New York University.

MRS. REBECCA ROBERTS received a B.A. degree in Humanities from the University of Puerto Rico and is presently working for a graduate degree at Teachers College, Columbia University. Her professional experiences in the field of ESL include teaching and coordinating positions for WEP (Welfare Education Program), the Work Incentive Program, the Read Program in New York, and the Neighborhood Association of Puerto Rican Affairs in the Bronx, New York.

MRS. PATTI ROTH, since receiving her B.A. degree from Queens College, New York, has been working for the City University of New York, first as an assistant teacher in the Regional Opportunity Program and then as a full-time teacher. Presently working in this capacity, Mrs. Roth has taught in many areas of ESL, following the audio-lingual approach.

MR. PATRICK SCHIFANO has received a Professional Diploma in ESL from Teachers College, Columbia University. He also holds a Masters degree in Reading from Jersey City State College. For the past few years, he has served as a teacher, consultant and leader in the field of ESL for Montclair State College, Roosevelt Hospital, the Bayonne Board of Education in addition to other college and institutions in the metropolitan area. Mr. Schifano has, for the last year, been employed by the West New York Board of Education teaching English as a Second Language to adults.

MR. KEN SHEPPARD, having received a B.A. in History from Franklin and Marshall College, Pennsylvania, is presently completing his work for a M.A. in ESL at Teachers College, Columbia University. His many experiences include teaching as a member of the Peace Corps in Addis Ababa, Ethiopia; consultant on Black and Puerto Rican history and Culture in New York City; ESL and History teacher in Puerto Rico and ESL teacher for the American Language Program, Columbia University, Brooklyn, New York.

MISS ROSELYN SUMMERFIELD received her B.S. degree in a Spanish major from the University of Minnesota. Her M.A. degree was earned from New York University. She is an ESL teacher in the New York City Public School System. Miss Summerfield has an extensive background tutoring the French and Spanish languages.

MISS ANNABELLE TAKAHASHI received her B.Ed. degree in English and Japanese from the University of Hawaii and her M.A. degree in ESL from Teachers College, Columbia University. After teaching English, beginning Japanese and Social Studies in the Hawaiian Islands for three years, Miss Takahashi became Flight Stewardess for Pan American World Airways. She again returned to teaching in Hawaii, and later in the Regional Opportunity Center of New York Community College, where she was involved in the Adult Education program funded by Manpower.

MR. JAY WISSOT received his B.A. and M.A. degrees in English from Fairleigh Dickinson University, New Jersey and his Professional Diploma from Teachers College, Columbia University in ESL. Mr. Wissot's teaching experiences include teacher of English and ESL in the Hackensack and Union City, New Jersey Public Schools. He has also been director and coordinator of ESL Programs in Hackensack as well as instructor of ESL Methodology at Fairleigh Dickinson University. Mr. Wissot has contributed ESL articles to many journals among them the TESL Journal, the TESL Newsletter and the New Jersey Education Review.

Institute Participants

Mr. Cecil S. Abramovitz
705 S. Tuxedo
Stockton, Calif. 95204
(209) 465-1153

Mrs. Anne Appleton
282 Maitland Avenue
Teaneck, N. J. 07666
(201) 837-6386

Mr. Rene' M. Astruc
1500 Birchwood
Anchorage, Ak. 99504
(501) 279-4389

Sister Mary Joachim Baeri
Provincial Convent of Good Shepherd
Mt. S. Florence, Peekskill, N. Y. 10567
(914) 737-0019

Mrs. Joan R. Baker
876 Sherman Avenue
Vineland, N. J. 08360
(609) 692-9439

Mrs. Ann O. Behenna
41-69 Parsons Blvd.
Flushing, N. Y. 11355
(212) FI 9-3461

Mrs. Gertrude C. Bell
35 Custer Ave.
Newark, N. J. 07112
(201) 242-7422

Mrs. Diane L. Beronio
56 Van Dyk Rd.
Lk. Hiawatha, N. J. 07034
(201) 335-9719

Mrs. Lynne A. Boone
31 Gifford Avenue
Jersey City, N. J. 07304
(201) 432-2628

Mrs. Barbara J. Brenner
432 W. Ellet St.
Phila., Pa. 19119
(215) VI 4-7109

Mr. George F. Butler
150 E. Church St.
Bergenfield, N. J. 07621
(201) 385-5227

Mr. Raymond E. Casillas
3827 Longridge
San Antonio, Texas 78228
(512) 733-0275

Mrs. Linda L. Cassidy
DSB Vineland Gardens
Vineland, N. J. 08360
(609) OX 2-2812

Mr. Leopold Castanon
2234 W. Mistletoe
San Antonio, Texas 78201
(512) 732-7904

Mrs. Susie H. Castanon
2234 W. Mistletoe
San Antonio, Texas 78201
(512) 732-7904

Mr. Claude W. Doak Jr.
49 Turtle Creek Dr.
Medford, N. J. 08055
(609) 654-4721

Mr. Harry M. Downs
15 Beech Ter.
Millburn, N. J. 07041
(201) 379-4605

Mr. E. Jonas ETienne
c/o Cesar P. O. Box 873
Asbury Park, N. J. 07703
(201) 988-7427

Mrs. F. Hazel Fitzgerald
450 Carver Dr.
Wilmington, Del. 19801
(302) 656-5929

Miss Maria E. Flores
514 Emlyn Pl.
East Chicago, Ind. 46312
(219) 397-2169

Mrs. Florence Rita Gasparini
142 Silleck Street
Clifton, N. J. 07013
(201) 279-9331

Sister Joan Marion Gavigan
1061 No. B'way
Yonkers, N. Y. 10701
(914) 969-4000

Mr. Roy J. Giampiccolo
3308 Wallace Ave.
Bronx, N. Y. 10467
(212) OL 2-8574

Miss Yvonne Enid Gonzales
3416 Cramer Street
Camden, N. J. 08105
(609) 964-2782

Sister Margaret Mary Hannon
242 East 90th Street
New York, N. Y. 10028
(212) AT 9-7055

Mr. Roberto Hernandez
505 E. Oxford Street
Vineland, N. J. 08360
(609) 691-2797

Miss Vicki L. Horn
1403 N. Street
Anchorage, Alaska 99501
(907) 272-8104

Mrs. Olga M. Horvath
3966 Elmwood Rd.
Cleveland Heights, Ohio 44121
(216) 382-5647

Mrs. Ida A. Hunter
505 Barrow Street
Anchorage, Alaska 99501
(907) 279-3407

Mr. Anthony J. Ianni
546-56th St.
West New York, N. J. 07093
(201) 866-9719

Mrs. Mary A. Italiano
3012 North B. Street
Tampa, Fla. 33609
(513) 876-2624

Mr. Stephen J. Italiano
3012 North B. Street
Tampa, Fla. 33609
(513) 876-2624

Mrs. Eleanor C. Jacobi
572-56th Street
West New York, N. J. 07093
(201) 867-3339

Mrs. Mildred Jacobson
Grace Hill Rd.-TSB- Box 500
Jamesburg, N. J. 08831
(201) 521-1870

Miss Eileen T. Katusa
73 West 45th Street
Bayonne, N. J. 07002
(201) 436-8573

Mrs. Barbara A. Kennedy
4521 Bergenwood Avenue
North Bergen, N. J. 07047
(201) 867-0570

Mrs. Olive B. Kooi
135 Highland Avenue
Jersey City, N. J. 07306
(201) 434-4897

Miss Judith A. Kupisioski
1836 Sixth Avenue
Neptune City, N. J. 07753
(201) 775-7881

Miss Bernice McBurney
2130 43rd Street
Pennsauken, N. J. 08110
(609) 665-5969

Miss Marilyn McGillen
313 E. 84th St.
New York, N.Y. 10028
(212) 288-3605

Mrs. Carmen M. Marin
8217 Roanoke Avenue
Takoma Park, Md. 20012
(301) 585-7160

Mr. Dagoberto Marin
8217 Roanoke Avenue
Takoma Park, Md. 20012
(301) 585-7160

Miss Irma C. Marshall
7411 Boulevard East
North Bergen, N. J. 07047
(201) 868-5552

Mrs. Leafy C. Mejias
732 Willow Avenue - Apt. 6
Hoboken, N. J. 07030
(201) 659-7331

Mrs. Jacqueline Mendel
1425 Columbus Avenue
Burlingame, Calif. 94010
(415) 342-4018

Mr. Antonio Mesa
227 Cuyler Avenue
Trenton, N. J. 08629
(292) 392-1679

Miss Gloria Jean Misikiewicz
192 Mallory Avenue
Jersey City, N. J. 07304
(201) 435-7466

Miss Doris A. Myers
Box 100
Brownstown, Pa. 17508
(717) 859-1740

Miss Joan I. Orlic
165-third Street
Hoboken, N.J. 07030
(201) 656-5294

Mr. Herbert Ostroff
148 - 37th Street
Union City, N.J. 07087
(201) UN 5-8760

Miss Donna F. Paduano
2020 Balmoral Ave.
Union, N.J. 07083
(201) 964-0832

Miss Mary Pesez
3011 Edwin Ave.
Fort Lee, N.J. 07024
(201) 947-4940

Mr. Thomas H. Pleasant
89 Hamilton Ave.
New Rochelle, N.Y. 10801
(914) BE 5-5431

Mrs. Marian S. Prast
517 - 87th Street
North Bergen, N.J. 07047
(201) 869-1321

Dr. Maria H. Prendes
3720 Union Ave. (B)
Pennsauken, N.J. 08109
(609) 663-2937

Mr. Thomas R. Raimondi
455 Fairview Ave.
Fairview, N.J. 07022
(201) 945-4739

Mr. A.E. Alphonso Reid
2305 Linden Blvd.
Brooklyn, N.Y. 11208
(212) 257-4353

Mrs. Mona E. Rinzler
1334D Sperber Rd.
Fairlawn, N.J. 07410
(201) 796-2718

Mr. Edward T. Rush
1175 E. 32nd St.
Brooklyn, N.Y. 11210
(212) ES-7-2635

Mr. Lino Salvatori
17 Madison Ave.
Clifton, N.J. 07011
(201) 779-6835

Miss Kathy Savastano
133-F Marina Dr.
Edison, N.J. 08817
(201) 572-1567

Mr. John A. Scafidi
208 - 18th St.
Union City, N.J. 07087
(201) 866-7970

Mrs. Lorraine P. Schieneman
213 Pleasant Ave.
Englewood, N.J. 07631
(201) 567-9675

Mr. David L. Schlesinger
109 W. 53rd St.
Bayonne, N.J. 07002
(201) 823-0236

Miss Theresa Schnapp
249 Waverly Place
New York, N.Y. 10014
(212) CH-2-8096

Mr. Timothy W. Schroeder
6035 Blvd. East
West New York, N.J. 07093
(201) 869-6165

Miss Graceen Scilla
299 Neptune Ave.
Jersey City, N.J. 07305
(201) 435-7497

Mr. Luis A. Sevilla
3518 32nd St.
Milwaukee, Wisconsin 53221
645-7369

Mr. Paul R. Sheehan
42 Falmouth Rd.
West Newton, Mass. 02165
(617) 332-9355

Miss Ellen J. Shultzberg
378 Morse St.
Camden, N.J. 08105
(609) 365 4085

Mrs. Sheila Slater
140-21 Debs Place
New York, N.Y. 10425
(212) 671-1316

Mr. Patrick W. Snay
1857 S.W. 4th St.
Miami, Florida 33135
(305) 642-3327

Miss Elaine C. Terry
181 Rumsey Road
Yonkers, N.Y. 10705
(914) 963-0931

Mrs. Selma Topper
20 Williamsburg Court
East Brunswick, N.J. 08816
(201) 238-0621

Mr. Salvatore Trombetta
571 Abbott Ave.
Ridgefield, N.J. 07657
(201) 945-8627

Mr. Juan del C. Vega
c/o Buson 100
Barceloneta, Puerto rico
No phone

Mrs. Elisabeth E. Verlie
3586 Runnymede
Cleveland, Ohio 44121
(216) 381-7460

Mrs. Collete M. Von Schalscha
123 Trinity Ct.
Paramus, N.J. 07625
(201) 845-6468

Mrs. Julia A. Willebrand
255 West 84th St.
New York, N.Y.
(212) 877-5088

Miss Anna Zotti
705-29th St.
Union City, N.J. 07087
(201) 867-0746

Mrs. Kathryn S. Zufall
302 Boulevard
Mountain Lakes, N.J. 07046
(201) 334-3144

Participant Groups

A

Rita Banks

1. Barbara Kennedy
2. Barbara Brenner
3. Sr. Mary J. Baeri
4. Yvonne Gonzalez
5. Juan Vega
6. Edward Rush

B

Jean Bodman

1. George Butler
2. Carmen Marin
3. Dagoberto Marin
4. Roy Giampiccolo
5. Ida Hunter
6. Judith Kupisioski
7. Kathy Savastano

C

Carolyn Clapp

1. Pat Snay
2. David Schlesinger
3. Ellen Schultzberg
4. Joan Orlic
5. Anna Zotti
6. Claude Doak

D

Susan Giacobone

1. Olive Kooi
2. Sr. Joan Gavigan
3. Diane Beronio
4. Harry Downs
5. Theresa Schnapp

E

Dick Hitt

1. Thomas Raimondi
2. E. Jonas Etienne
3. Vicki Horn
4. Lynne Boone
5. Maria Flores
6. Susie Castanon
7. Sheila Slater

F

Michael Lanzano

1. Timothy Schroeder
2. Lino Salvatori
3. Mary Pesez
4. Lorraine Schieneman
5. Graceen Scilla

G

Darlene Larson

1. Marian Prast
2. Ann Behenna
3. Linda Cassidy
4. Gloria Misikiewicz
5. Stephen Italiano
6. Mary Italiano

H

Becky Roberts

1. Herbert Osteroff
2. Leopold Castaman
3. Doris Myers
4. Mildred Jacobson
5. Hazel Fitzgerald

I

Patti Roth

1. Salvator Trombetta
2. Luis Sevilla
3. Eileen Katusa
4. Marilyn McGillen
5. Alphonso Reid

J

Pat Schifano

1. Irma Marshall
2. Maria Prendes
3. Donna Paduano
4. Cecil Abramovitz
5. Elaine Terry
6. Fr. René Astruc

K

Ken Sheppard

1. Eleanor Jacobi
2. Jacqueline Mendel
3. Joan Baker
4. Mona Rinzler
5. Antonio Mesa
6. Julia Willibrand

L

Roselyn Summerfield

1. Anthony Ianni
2. Thomas Pleasant
3. Elizabeth Verlie
4. Gertrude Bell
5. Florence Gasparini

M

Ann Takahashi

1. Olga Horvath
2. Leafy Mejias
3. Selma Topper
4. Bernice McBurney
5. Raymond Casillas

N

Jay Wissot

1. Paul Sheehan
2. Roberto Hernandez
3. Sr. Margaret Hannon
4. Ann Appleton
5. Kathryn Zufall
6. John Scafidi

Interns

JOHN E. TISCORNIA ZORAIDA CRUZ

The Institute interns were two young people new to the field of Adult Education. The program served as a learning process for them in that they often engaged in Institute classroom activities as well as assisting with many administrative details. They were part of the planning and execution of the Institute and functioned mainly as liaison persons helping wherever needed by the staff members.

Course Requirements

ADULT AND CONTINUING EDUCATION RESOURCE CENTER
JERSEY CITY STATE COLLEGE
ESL INSTITUTE - 1971

MEMORANDUM

TO: All ESL Institute Participants

FROM: Kathryn Taschler, Assistant , AERC

DATE: July 6, 1971

SUBJECT: Grades and Assignments

All participants who are attending this Institute for course credit will receive a letter grade of A, B, C, D, or F for this course. Grades' evaluation will be made upon the following criteria:

1. Attendance - You are expected to be in attendance for all fourteen days of the Institute.
2. Professional Growth
3. Work Input
   a. Active participation in discussions
   b. Lesson preparation
   c. Teaching performance
4. Final Examination

If you are not working for course credit, you will still be expected to give maximum effort in meeting the above criteria.

****

Each participant will be given copies of Teaching Foreign Language Skills by Wilga M. Rivers and Insights Into English Structure by Campbell and Lindfors. Outside reading assignments will be made at the discretion of the individual Master Teachers.

However, the more effort you put forth, the more you will gain from the Institute. Therefore, a list of preliminary reading selections will be given to you so that you will be better prepared for the lectures that will be given throughout the Institute.

Insights Into English Structure is a programmed text and should be worked at for self-improvement. It is hoped that you will find time to complete at least the last section "The Grammar of English Sentences" during the Institute.

****

P.S. Always be on time! ! !

ADULT AND CONTINUING EDUCATION RESOURCE CENTER
JERSEY CITY STATE COLLEGE
ESL Institute - 1971

ESL Teacher-Training Institute

Preliminary Assignment, July 6, 1971

Name ______________________________ Group ______________

Take a few minutes to think about this past year of teaching in your adult ESL class. What do you consider to be the best lesson you have taught? In the next half hour, write as concisely as possible:

a. What kind of lesson this was;
b. Why you consider it to be the best;
c. As much information as you can about your presentation.

ADULT AND CONTINUING EDUCATION RESOURCE CENTER
JERSEY CITY STATE COLLEGE
ESL Institute - 1971

ESL Teacher-Training Institute

Preliminary Assignment, July 6, 1971

Name ______________________________ Group ____________

If you have never taught an adult ESL class before, describe what you would do (what you would teach and how you would teach it) if you were asked to take over an ESL class for an evening. Imagine that this class is a group of beginners (they know very little or no English) and that you do not speak their native languages.

ESL Teacher-Training Institute

Final Examination

1. (10 points) List the four language skills in the sequence of their development as used in the audio-lingual method and the rationale for this sequential order.

2. (10 points) Give one way to reduce teacher talking time and at the same time expand student response time.

3. (30 points) Write a six-line dialogue to teach one particular structure that you have not yet used in this Institute but one you plan to use in the future.

   Briefly describe the class you are writing this for -- what level is it? What did you teach immediately before this structure? List the structure being taught, and then write the dialogue.

4. Read the following account of an ESL lesson:

   The lesson has just begun as you (the observer) enter the room. The teacher has a list of five vocabulary words written on the board. She is asking the students to repeat the words and define each one. After eliciting unsatisfactory responses from the students, the teacher asks them to take the five vocabulary words home, look them up in a dictionary, write a sentence for each one, and bring this assignment in the following evening.

   The students are then asked to open their textbooks to a lesson which introduces the Simple Present Tense. Following the outline in the book, the teacher demonstrates on the board the various forms of the verb with the corresponding pronouns. All forms are used in sentences which the students repeat. Explanations are given in the students' native language for further reinforcement. The teacher then asks individual students to give sentences using the Simple Present Tense. After this, the students are asked to copy an exercise from the book for which they must fill in the blanks with the correct form of the Present Tense verb. During the last ten minutes of the lesson, the students practice in unison a dialogue based on the Simple Present Tense.

   Directions after reading this observation:

   Would you teach this lesson in the same way? If yes, explain in detail why. If no, what changes would you make and why? (Give specific examples to illustrate your ideas.) (50 points)

Selected Remarks
from our
Guest Speakers

Miss Alice Osman
"Reading Techniques for ESL"

...the area of teaching Reading can be divided into three main areas...

First - Pre Reading Stage

If a student's native reading/writing system is greatly different from English, this stage is particularly important...

...activities in visual discrimination, e.g., letters such as p, q, b, d;m, w, and later lexical items such as"where" and "when" ...Aural discrimination...the ability of your students to hear and produce oral distinctions between sounds represented by p/b, t/d, etc...laterality, i.e., left to right movement and up and down movement of eyes...letter and word recognition...

Second - The Mechanics of Reading

...into this area come all the tools we try to give students to learn how to decode the printed word...we teach consonants that always have the same sound...next we teach the short vowels... then other consonant sounds that are not constant in their pronunciation, e.g.; /g/ of "gown" and "gym"...then consonant combinations--double consonant clusters /pl/, /fr/, etc...then try consonant clusters...some do not exist in the language of some of our students...then we pick up the other vowel sounds...

Third - Development of Comprehension

...such skills as inference, factual detail, main ideas...reading groups of words such as prepositional phrases instead of individual words...here students should become adept in using the dictionary,..learning the alphabet in stage two is essential in using the dictionary in stage three.

...students need to know certain study skills to improve their reading...how to use title pages, guide words, etc....

...reading aloud is not understanding the language...

...there is nothing as tedious for students as to listen to a lot of other poor readers in the class...it takes up their valuable time which can be better spent answering comprehension questions...on the other hand, for the teacher to read aloud to the class can be very useful to the student...

...the order of comprehension questions are 1) answering a yes/no question 2) answering a WH question (not why or how) 3) answering a why and how question 4) answering a question by inference and 5) answering a question requiring evaluation and/or judgment...

...it's very, very wise to try to keep vocabulary quite limited in the beginning so that the students become much more adept at understanding the structures and once the structures have been mastered then vocabulary can be inserted in these structures...

Dr. Eliane Condon "Teaching Pronunciation"

...there are four skills in any language--listening, speaking, reading, and writing...this is one of the cardinal principles of foreign language teaching...always teach in this sequence...

...begin with modeling the sentence or structure, then have students repeat it, then eventually show in written symbols, then teach them how to write it...you reinforce each previous skill with the next...

...a habit is established with repetition...in learning a language we must acquire habits; habits in pronunciation means learning new sequences of sounds; in grammar it means learning new word orders and new grammatical signals...

...when you teach pronunciation, you first teach by general imitation (model three or four times)...

...then choral repetition, then divide into groups, then individual...

...you must have individual repetition because if you don't you'll leave your classroom thinking all your students are excellent...you can't hear the mistake in choral repetition...

Miss Gloria Gallingane
"Writing Techniques for ESL"

...dictation is certainly one of the oldest methods employed in the teaching of writing and composition and it can be used effectively...

...writing should reinforce the structural and lexical items which have been taught...

...writing assignments have to be related to the structural and lexical items that have been taught...

GUIDED WRITING ACTIVITIES (CONTROLLED COMPOSITIONS)

...the student is not given a subject to write about but is given a model or paragraph and then asked to perform certain operations--perhaps substitution or transformations or additions--but he has something to work with...

...what emerges is something almost totally different than the original model or paragraph...

...the writing has been controlled...we have limited his writing activity...this is especially necessary on the beginning levels...

...one of the advantages about controlled composition is completing the writing assignment with a minimum of errors...there's a sense of accomplishment...the student gets back a paper that is not covered with red marks--at least it shouldn't be covered with red marks...

...the student has been forced to think as he performs these exercises and operations...he is actively involved...there is little chance of boredom...especially if the material is interesting...

...dictation can be a controlled type of writing...sentences are first practiced orally in class...the sentences are dictated...the teacher may give the students exercises in which the student fills in a blank for a certain part of speech...the focus is only on one item at a time...lexical items...

...there is value in copying a paragraph...indentation...writing new letter combinations and formations...capitalization...other forms of punctuation...

...when you (the teacher) write these paragraphs be sure to do all the required operations yourself to make sure that it does reflect spoken English...

...select topical material for your controlled paragraphs...

Mr. Protase Woodford
"What, When, and How of Testing"

...what's a test?...any task that will render the kind of information we need...

...you test to get information. The kind of test you give is determined by the kind of information you want to get back...

...if you want to test to see if your students understand spoken English you better give them a test that requires no more than their understanding of English...don't make your students read English to prove to you that they understand it...when it is spoken...

...if you don't test, you cannot effectively teach...a good teaching program tests constantly even if its only a little two item quiz. Even if it is just sound discrimination. But you're constantly feeding back information to yourself...

...the information that a test gives you should get pumped back into the program...to make your teaching better...to improve the program...

...you're preparing tests to determine how well your students have mastered the material and to discover individual and group weaknesses and to repair flaws in the program of instruction...

...ideally tests should help you to teach better and not to record a bunch of A, B, C's...

CARDINAL RULE - TEST WHAT YOU TEACH!

...the ideal test should have a one-to-one correspondence with what was taught both in terms of content and skills...

REMEMBER

...test for one item at a time...

Dr. Eliane Condon

"A Contrastive Analysis of English and Spanish Structures"

...contrastive analysis is a systematic comparison of the difference and similarities of two languages...this includes the sound system, the grammatical (structure) system, the vocabulary system, and the cultural system...

...contrastive analysis can be very useful to you. From the language viewpoint, it will enable you to pinpoint the problems your learners will have...

...contrastive analysis enables you to diagnose difficulties, plan and prepare materials to take care of them; it will enable you to look at a textbook and decide whether it is relevant to what you are teaching and it will promote a certain awareness of linguistic and cultural differences and similarities...

...Spanish is truly phonetic speech; English is not...there are differences in pauses (timing)...between both languages...

...a phoneme is simply a sound...it does not necessarily correspond to a letter...for example, in English we have five vowel letters but eleven vowel phonemes (sounds)...

...some grammatical signals that differ are word order, function words, lexical word inflections, and melody...

...in vocabulary teaching never give vocabulary lists or translations...

...there is no such thing as an absolute meaning for any word... vocabulary should be taught in context...

...you will find that motivating the Spanish people toward earning more money is not going to work very well...a Spanish person wants to be more not to have more...

...as a teacher of ESL, it is your job to teach much of the culture as possible...

Illustrative Lesson Plans
Participants

BEST COPY AVAILABLE

NAME Participant DATE July 12, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Structures: What day is it? It's (present day). What month is it? It's (present month). Progressive tense (Present) What are you doing? I'm reading. writing thinking etc.	Teacher models questions and answers. Choral response of entire class. Partial response of rows or groups in class. Individual response	Names of days printed on colored flash cards Months printed on flash cards a large calendar	30 Min.

NAME Participant DATE July 12, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
A. Weather - Is it hot? Yes, it is. No, it isn't. Is it cold, raining, snowing, etc. B. Structures: "I am" and "I'm not" Are you Maria? Yes, I am. No, I'm not. Who are you? I'M ________. C. Colors Is it (color) ? Yes, it is. No, it's not. What color is it? It's ______.	Teacher Modeling. Question & Answer Format. Repetition: Choral, partial & Individual.	Teacher Demonstration Color Cards	10 Min.
Teach the difference between "this" and "that." That is a (noun) . Is that a ________? Yes, it is. No, it isn't. What is that? That's a ________. This is a ________. Is this a ________? Yes, it is. No, it isn't. What is this? That's a ________.	Repetition: Choral, partial & Individual. Backward build-up Single Slot Substitution Drill.	Realia: book, pen, etc. Pictures of a bus, car, plane, train, ship, truck, etc.	15 Min.
Teach the plural forms of known vocabulary items. They're (noun) ? Are they ________? Yes, they are. No, they aren't. What are they? They're ________.	Repetition Substitution Drill Question & Answer Format Backward build-up	Pictures of objects having more than one objects of the words taught above.	15 Min.

NAME Participant DATE July 12, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
The verbs: eats, reads, watches (Simple Present Tense)	Model sentences built around experience	Pictures (from magazines)	25 Min.
Build model sentences on picture series	Question and Answer Format	Flash Cards	
a) This is John, he eats dinner at five o'clock. b) He reads a book at six o'clock. c) He watches television at seven o'clock.	Repetition Choral Partial Individual		
Does John eat dinner at five o'clock? Does he watch television at......? Does he read a book at .....?	Chain Drill		
Yes, He does. No, he doesn't.			
Do you eat dinner at five o'clock? Do you read a book at ....? etc.			
Yes, I do. No, I don't.			
(Introduction of three verbs of action with voiced and unvoiced endings)			

NAME Participant DATE July 13, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Brief Introduction: My name is ________. What's your name?	Question and Answer Format Chain Drill	Gestures Teacher Demonstration	5 Min.
* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * *	* * * * * * * * * *	* * * *
Structure: Going to ...... I'm going to ..... He's going to	Teacher modeling and Student repetition in choral, partial, and individual levels. Single Slot Substitution Drill	Teacher Demonstration of walking, running, driving.	7 Min.
* * * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * *	* * * * * * * * *	* * * *
Pronunciation (Minimal Pairs) see - she sore - shore sew - show sell - shell	Repetion in choral, partial, and individual practice for pronunciation and intonation practice.	Write words on blackboard after sufficient aural-oral practice is achieved.	18 Min.

NAME Participant **BEST COPY AVAILABLE** DATE July 13, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Review Professions: Teacher, waiter, waitress, nurse, policeman, housewife	Question & Answer Format	Realia: different hats, broom, apron, etc.	10 Min.
Are you a (profession) ? Yes, I am. No, I'm not.			
Modal: He's / She's a ____________.	Single slot substitution drill. He's a _________.		
Is he/she a ______________? Yes, he/she is. No, he/she isn't.			
Introduce New Professions Doctor, student, secretary, Machine operator	Pronunciation drill /sh/ Question & Answer Format Substitution Drill (Give students pictures of different professions)	Realia: stethescope, notebook, etc. Pictures: sewing machine, etc.	15 Min.
Introduce What time is it? It's ______ o'clock.	Repetition Question & Answer Format Chain Drill	Clock with movable hands. Two pipe cleaner figures who carry on initial dialogue.	10 Min.

NAME Participant DATE July 15, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Review of body parts.	Substitution Drill: Single slot.	Realia: medicine	15 Min.
Structures: What the matter? I hurt my (body part) . hand, toe, arm, leg, etc.	Role playing - Doctor and Patient.	Students role-playing.	
Structure: Can you clap your hands?	Question-Answer Format	Teacher & Student	10 Min.
Review my - your can - can't	Teacher Demonstration		
Cultural Content: clap = applaud whistle= compliment nod = agree shake head = disagree etc.			

NAME Participant DATE July 15, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Song to the tune of "Frere Jacque" to bring in present progressive forms of "coming" and "going," which had been in the Review.	Teacher models structure	Realia:	20 Min.
	Class repeats in total and partial.	cups, brownies, cake and other party favors.	
I	Individual repetition.		
Are you coming? Are you coming? Yes, I am. Yes, I am. Coming to the party. Coming to the party. Yes, I am. Yes, I am.	Backward build-up.		
II			
Is he coming? Is he coming? Yes, he is. Yes, he is. Coming to the party. Coming to the party. Yes, he is. Yes, he is.			
III			
Is she going? Is she going? No, she's not. No, she's not. Going to the movies. Going to the movies. No, she's not. No, she's not.			
etc.			

NAME Participant DATE July 19, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Teach words needed in the following dialogue waitress, waiter, customer, order, menu, hamburger, French fries	Repetition: Choral, partial, & individual.	Stick figure drawings on Flash cards & on blackboard	30 Min.
Teach structures needed in the following dialogue infinitive "to (verb) " I'd = I would (modal)	Teacher first models each sentence and adds another line and builds to complete the dialogue. Backward build-up Student presentation	Students presentation of dialogue in role-playing situation.	
Pronunciation would, I'd, /w/ rounded lips /z/ voiced /s/			
DIALOGUE Waitress: Would you like to see a menu? Customer: Yes, I'd like to see a menu. Waitress: Would you like to order now? Customer: Yes, I'd like to have a hamburger, French fries, and coffee. Waitress: Would you like to order desert? Customer: No thank you, not today.			

NAME Participant

DATE July 19, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Indicative of "eat" with time. a) He eats breakfast at seven o'clock. b) He eats lunch at twelve o'clock. c) He eats dinner at six o'clock. d) Does he eat breakfast at seven o'clock? Yes, he does.	Teacher modals structures. Students repeat total repetition partial repetition individual repetition Question & Answer Format	Pictures	30 Min.
DIALOGUE (Recording) Juan: Hi, how are you? Maria: Fine! And you? Juan: Very well. Maria: Where are you going? Juan: I'm going to the movies. Maria: What are you doing later? Juan: I'm going to a French restaurant.	Repetition on several levels. Backward build-up	Cassette Tape Recorder Pictures	

NAME Participant DATE July 20, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Can and can't DIALOGUE Juana: Can your brother play basketball? Delia: No, he can't. Juana: Can he ride a bike? Delia: No, he can't. Juana: Can he shoot pool? Delia: No, he can't. Juana: What's the matter with your brother? Delia: He's only a year old! Structure: What's the matter? Vocabulary: basketball, pool table, bike (bicycle) Expression: "shoot pool"	Teacher presents vocabulary items and expressions before begining dialogue. Teacher model dialogue in entirety and then line by line. Choral response Partial response Individual response Backward build-up Student-student presentation of dialogue	Large Pictures showing: boys playing basketball people riding bikes men playing pool	20 Min.

NAME Participant DATE July 22, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Vocabulary tired, hungry, hot, thirsty, cold, and sleepy. To help students learn the meaning and use of these words in both the affirmative and negative forms. Structures: I'm tired I'm not tired. hungry hungry hot cold cold etc. etc.	Teacher Demonstration Teacher slumps into chair, feigning fatigue and stating: "I'm tired." Teacher reinforces by pointing to appropriate picture indicating - He's tired. Teacher repeats structure and directs choral and Individual repetition. Teacher points to each picture modeling structure with a single substitution slot drill. Teacher models answer and asks stimulus question eliciting appropriate response for each concept. Chain drill and cued response.	Stick figure drawings illustrating the following: fatigue hunger thirst being hot being cold sleepy Teacher demonstration of the above, also.	25 Min.

BEST COPY AVAILABLE

NAME Participant DATE July 22, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Teach students of ESL to pronounce and write the names of the four seasons of the United States and the twelve months of the year. Stress recognition of the seasonal months.	Teacher models twice Names of Seasons : Spring Summer Autumn (Fall) Winter Choral Repetition Individual Repetition of names of four seasons Direct question and Answer (e.g.) What season is it? It's Spring. etc. Follow the same for the twelve months.	Picture Chart of the four seasons. Blackboard to write names of four seasons and twelve months. Flash Cards with names of the twelve months.	30 Min.

Illustrative Lesson Plans
Master Teachers

NAME Master Teacher **DATE** 7/6/71

CONTENT	TECHNIQUES	MATERIALS	TIME
Dialogue Good morning. May I help you? Sure. I'm looking for a table. We have a lovely table here. Really? What's it made of? It's made of pine. How much is it? Thirty dollars and ninty-five cents plus tax. Oh, that's too much. I'll think about it.	Teacher models Choral repetition of each line Partial repetition Individual rep. Choral substitution Indiv. substitution	Hand puppets Students themselves Student presentation	30 Min.
Sturctures: "have to" What did you have to do this morning? Did you have to get dressed this morning? Yes, I did. No, I didn't.	Question-Answer Format Chain Drill	none	20 Min.
Free Conversation Students use structures they have already learned and relate to their own activities.	Teacher guides and assists when there is a breakdown or other difficulties.	none	10 Min.

NAME Master Teacher **DATE** 7/6/71

CONTENT	TECHNIQUES	MATERIALS	TIME
Contrast present -ing with general present He's watching television. He usually watches television at night.	Teacher models Student repetition yes/no questions Question-Answer Format WH Questions	Pictures	15 Min
Comparatives How old is she? She's twenty-five. How old is he? He's seventy-five. Who's older--the man or the girl? The man is. Who's younger? The girl is. How tall is she? She's five feet, three inches tall. How tall is he? He's five feet, seven inches tall. Who's taller--the girl or the man? The man is. Who's shorter--the girl or the man? The girl is. How old are you? I'm thirty. Do you have any brothers? Yes, I have two. Are they younger or older? They're older.	Teacher models Student repetition choral partial individual yes/no questions WH Questions	Stick figure sketches on blackboard. Papers given to students after oral practice.	35 Min
Pronunciation /a/ and /ə/ nut not gun gone run Ron putt pot pup pop nun non cup cop luck look m mum Mom hot hut	The /a/ phoneme is given the number 0, the /ə/ phoneme is given the number 1. After teacher models students give the number of the sound	words written on blackboard after oral practice	15 Mi

NAME Master Teacher DATE July 6, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Focus: The present tense of to be.			
Introduction: What's your name? Where are you from? Where do you come from?		Students and Teacher	1½ hrs.
Review: Clothing with "It's a ____."			
Stress the "t" sound.	Teacher models each item		
It's a dress. blouse belt shirt suit	Repetition chorally, individually, and question and answer drill	Flash Cards and Pictures from magazines	
What is it?			
Plurals: They're shoes. stockings pants sandals socks	Same	Same	
What are they?	Write on blackboard. Drill chorally. Have students copy adding the subject and verb.		
Pronunciation: Minimal pairs			
bet bat set sat pet pat met mat net gnat wreck wrack		Words on Blackboard after oral practice	
Dialogue:			
Mr. Grant: Excuse me, Mr. Williams. Who's that? Mr. Williams: That's John Miller. Mr. Grant: Is he a student? Mr. Williams: Yes, he is. He's in my English class. Mr. Grant: Is he a good student? Mr. Williams: Yes, he is. He's a very good student.	Model twice without students' having paper. Model once with paper. Choral repetition. Read and look up. Individually copy dialogue.	Teacher demonstration and student presentation	

NAME (Continued) DATE July 6, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
New Structure: to be			
I'm a teacher. woman a New Yorker a boy a girl Who are you?	Choral repetition Individual repetition Question & Answer	Pictures and Flash cards	
You're a student. teacher nurse doctor man woman Who am I?	Same	Same	
He's She's a Cuban. Colombian woman nurse student teacher Who's he/she?		Teacher & Students	
We and they with plural nouns.	Oral drills - then copy. Write long forms as well as contractions. Include participants and guests in question and answer format.	Same Blackboard	
	Direct chain drill of above structures. Individual chain drill.		

me Master Teacher July 6, 1971

OBJECTIVES:

1. To reinforce patterns of identification and some greetings.
2. To reinforce form, function and meaning of: What's your name? My name is_ What's this? It's ________.
3. To practice pattern S+ X+C(n).
4. To introduce preposition On.
5. To concentrate on /a/ sound.

Content	Technique	[illegible]	[illegible]
I. Introductions (s&t) a. What's your name? b. My name is __________.	Establish gestures Choral Response Halves Smaller Groups Individuals--Q-A, chain.		15"
II. Centering on the student a. Where are you from? b. Are you a Cuban? c. Yes, I'm a Cuban.	Model Procedure as above		15"
III. Relating about self a. My name is Mr./Mrs./Miss b. My first name is ______ c. My last name is ______ d. My family name is ______	Model sentences built around "The Garcia Family" Choral Halves Smaller groups Individuals Have each student present a short speech about himself as above model.	The Garcia Family AV Aid	20"
IV. Oral Skills--concentrate on # O (/a/) sound. Lead to on the table	Model Choral Individual repetition	Allen & Allen Phonological Chart	15"
V. Practice and reinforce a. He is John. b. Is he John? c. Yes, he is	As above		10"
VI. Grocery Products used for Q-A period. (Review and reinforce What's this? It's _________.)	Have students question each other.	Assorted grocery items	
VII. A guided writing exercise. Reinforce and summarize (III)	Oral practice Assist as they write	Writing worksheet	10"

NAME Master Teacher **BEST COPY AVAILABLE** DATE July 7, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Structures: Review This is {Mr./Mrs.} ________.	Choral Repetition Partial Repetition Individual Repetition	Students Themselves	20
How do you do?	Chain Drill - Student to student		
Structures: What's this? / What's that? } Review Who's that Who's that man? Who's that lady?	Repetition-choral Partial, Individual Substitution Drill	Teacher and Students	30
{He's/She's} a (profession) teacher doctor dentist barber mechanic plumber nurse	Substitution Drill Chain Drill - student to student	Picture Cards	
Is {he/she} a (profession). Yes, {she/he} is. No, {she/he} is not.			
Structures: Are you (full name)?	Choral, Small Group and Individual Repetition	Students Themselves	20
Is {he/she} (full name)? Yes, I am. No, I'm not.	Substitution Drill Chain Drill		

BEST COPY AVAILABLE

NAME Master Teacher **DATE** July 6, 1971

CONTENT	**TECHNIQUES**	**MATERIALS**	**TIME**
Dialogue - How do you do? My name is Mary Smith. - How do you do, Mary. I'm Bob Jones.	Teacher Presentation Repetition Drills	Stick Figure Sketches on Blackboard	35
- Would you {say} your name {again} for me? - It's Jones, Bob Jones.	Student Presentation		
- Are you from New Jersey? - No, I'm not. I'm from New York.			
Structures: 1) My name is (last), (first), (last).	Question/Answer Format	Students Themselves	40
2) Would you {say / pronounce / repeat} your name again for me?	Chain Drill		
3) {Are you / Is he / Is she} from New York? (city)			
4) No' {I'm / he's / she's} not.	Substitution Drill		
5) {I'm / He's / She's} from (city).			

BEST COPY AVAILABLE

NAME Master Teacher DATE July 6, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Review: What's $\begin{Bmatrix}\text{she}\\ \text{he}\end{Bmatrix}$ doing? What did $\begin{Bmatrix}\text{she}\\ \text{he}\end{Bmatrix}$ do? What did $\begin{Bmatrix}\text{you}\\ \text{he}\\ \text{she}\end{Bmatrix}$ eat today?	Total choral repetition Partial repetition Individual repetition	stick figure drawings Appropriate Action	20
What will $\begin{Bmatrix}\text{you}\\ \text{he}\\ \text{she}\end{Bmatrix}$ eat tomorrow? (Same for drink) What $\begin{Bmatrix}\text{are you}\\ \text{is she}\\ \text{is he}\end{Bmatrix}$ writing? What did $\begin{Bmatrix}\text{you}\\ \text{she}\\ \text{he}\end{Bmatrix}$ write? What did $\begin{Bmatrix}\text{you}\\ \text{she}\\ \text{he}\end{Bmatrix}$ bring to school today? What will $\begin{Bmatrix}\text{you}\\ \text{she}\\ \text{he}\end{Bmatrix}$ bring tomorrow? tear(ing) - tore - will tear go - went - will go	Question-Answer Format Substitution Drill Chain Drill		
Review: Pronouns Structure: $\begin{Bmatrix}\text{I'm}\\ \text{You're}\\ \text{He's}\\ \text{etc.}\end{Bmatrix}$ reading a magazine. (newspaper)	Question-Answer Format		10
New container of milk a dozen eggs a loaf of bread	Choral, Partial, Individual Repetition	Stick figure drawings on blackboard Realia	10

NAME Master Teacher (continued) DATE July 6, 1971

CONTENT	TECHNIQUE	MATERIAL	TIME
Present Dialogue "Going Shopping"	Teacher Presentation Repetition Drills - student presentation	Written Dialogue	20
STOREKEEPER: Good morning, Mrs. Williams.			
MRS.WILLIAMS: Good morning.			
STOREKEEPER: May I help you?			
MRS.WILLIAMS: Yes, I need a container of milk, a dozen eggs, and a loaf of bread.			
STOREKEEPER: Here's the milk, here's the eggs, here's the bread.			
MRS. WILLIAMS: How much is my bill?			
STOREKEEPER: That's $2.00 please.			
MRS. WILLIAMS: Here's $5.00.			
STOREKEEPER: Here's your change. Thank you.			
buy - bought - will buy What did you buy last week? etc. What will you buy next week? etc.	Question-Answer Form	none	15
hold - held - will hold break - broke - will break give - gave - will give	Demonstration	Realia	

NAME Master Teacher (continued) DATE July 6, 1971

CONTENT	TECHNIQUE	MATERIALS	TIME
Review can opener bottle opener egg beater pencil sharpener etc. Structure: What's this? It's a ________ ________. How can I ____________? With a ________ ________.	Choral Repetition Partial Repetition Individual Repetition Question-Answer by students	Visual Aids of vocabulary	20
wear - wore - will wear I'm wearing a ____________. What are you wearing? is she is he (clothes, jewelry, etc.) What did (you) wear yesterday? What will (you) wear tomorrow? (tie, shirt, jacket, wristwatch, shoes, socks, pants, etc,)	Denonstration	none	10

NAME Master Teacher DATE July 6, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Structure What's your name? My name is ________. I live in (city) . Where do you live?	Teacher model Ask random by individual Chain drill (including teacher) Individual responses Choral Drill- Questions and Answers	Students	20
It's a(n) book . pen pencil blackboard eraser What's this?	Teacher model Choral Repetition Individual Repetition Addition Drill Chain Drill	Realia and Students	15
Prepositions in, on, over, under It's in/on the (n) . desk chair etc. It's over/under the (n) . Where's the ________?	Choral Response One student to drill the others	Realia	10
Progressive Tense I'm {reading writing erasing}. What are you doing?	Teacher holds up real objects and requires choral and individual repetition Students pantomine action they are repeating	Realia book pen eraser chalk pencil Appropriate Actions	15
Primary Colors What color is the (n) . shirt dress etc.	Go around room touching colors on clothing and other objects in room	Picture Cards Realia	10
Telling Time It's ____ o'clock. What time is it?	Choral Repetition {Partial Repetition men/women} Individual Repetition	Visual-Aid Clock with Movable hands	10

NAME Master Teacher DATE July 7, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
Review My name's ________. What's your name?	Choral Repetition Individual Repetition Chain Drill	Blackboard	5
Review Clothing It's a dress. blouse coat shirt suit They're socks. stockings pajamas shoes sandals	Substitution Drill	Flash Cards	10
Structure: I'm wearing (a) ___(n)___. What an I wearing?	Substitution Drill Chain Drill	Pictures	20
Pronunciation Minimal Pairs Contrasting /ɛ/+/æ/ I II pen pan ten tan men man hem ham It's a {pen, pan}. They're men. He's a man. {Tan} is a color. {Ten} is a number.	Teacher Models Sounds and points to corresponding word. Repetition Drill	Words written on blackboard	15

NAME Master Teacher DATE July 7, 1971

CONTENT	TECHNIQUES	MATERIALS	TIME
What do you know about him? Man: What do you know about Mr. Lanzano? Woman: I know he teaches English. Man: Yes, I know that, too. What else do you know about him? Woman: Not very much. Ask him a question.	Repetition Drills 1. Choral 2. Partial 3. Individual Teacher Demonstration Student Presentation	Students Themselves	25
Structures: 1) What do you do for a living? 2) I (v) . or 3) I'm a (n) . 4) What do you see? 5) I see a (n) . 6) I see a (n) + prepositional phrase. 7) I see a (n) + part. phrase.	Question/Answer Format Use of WH Question	Realia in Classroom and Pictures	40
Structures: (If time permits) Where do you live? I live on (name) street. I live on (name) street in (city).	Teacher Model Repetition Drill Chain Drill		15

Comments . . .
from your Correspondence

I wish to thank you and your excellent staff for an extraordinarily fine institute. All of you worked very hard--and as a consequence, so did we.

I can't tell you how much I was helped by observing you teaching the class. And I enjoyed the entire Institute.
I know my students are looking at me and wondering about the metamorphasis.

I want to thank you very much for allowing me to be a part of the E.S.L. Institute,..the Institute was a success and you and Mr. Tiscornia should be very proud of the wonderful job the two of you did in making it turn out that way.

I want to thank you, Mr. Tiscornia, and the master teachers very much for organizing the Institute. It was my first one but I don't see how it could have been improved... you'll never know just how much you've helped me.

...I'm grateful for everything especially your charming personality...

I just want to thank you and your Staff for all your kindness to me during my three weeks at Jersey City State. I enjoyed every minute of my stay and I assure you it was exactly what I had hoped.

I'm sure they'll (Participant's school) be gratified with all I've learned from the Institute.
Thank you so much for making it such a worthwhile and enjoyable experience.

I felt that the participants...learned a great deal and were aware of having learned.

It was an invaluable experience for me professionally & personally. I certainly gained more from "these three rough" weeks than I could have ever imagined.
Specifically--the Institute, throughout, gave evidence of careful planning & organization, and every minute was used to a maximum fulfillment with a great variety of techniques and stimulations offered.
I particularly enjoyed the Mini-language classes & especially benefited from the small group sessions. I thoroughly enjoyed & appreciated a superior master teacher who was not only knowledgable & conscientious, but who was able to let us experienced teachers who had already known some degree of professional success share in our learning experiences.

...I expect to put the techniques into operation next September in our volunteer program for the people in this area....

...Thank you...for the memorable three weeks we spent together...

...we had a wonderful master teacher, the best...
I want to express my gratitude to you and the people involved in setting the institute.

Thank you for letting me participate in the Institute. It was a beautiful experience and I learned a lot from it.

Selected Handouts

It was impossible to include every handout distributed to the participants of the Institute. The handouts included here, however, are representative of the type of information given to assist the participants. In addition, the handouts included here were felt to be some of the most useful in assisting the ESL teacher in his teaching task.

So many handouts were given--not for reading during the three brief weeks of the Institute--but rather for the assistance they will give when the participant returns to his home state and teaching assignment. Indeed, many participants had to mail this wealth of information by parcel post since it was too heavy to carry with them.

CLASSROOM METHODS IN ORAL PRACTICE*

W. Freeman Waddell

There are some general procedures in oral practice which apply in any kind of foreign-language study:

Choral repetition should precede individual recitations. Many pupils are shy about making the strange unfamiliar sounds required for pronouncing a foreign language, or are afraid of making mistakes and being publicly corrected. When the entire class repeats a sentence in imitation of the teacher or a phonograph record or a tape recording, the individual pupil does not feel singled out for his failures. Another important advantage in choral practice is that the pupils do not hear bad pronunciations so clearly as when individual pupils recite; in choral performance, there is some balancing-out of individual mistakes, so that the total sound is not so far from the teacher's model as any one pupil's pronunciation would probably be. Especially in the earliest stages of foreign language study it is necessary to use choral imitation as the principal learning-and-practice technique.

Imitation of the teacher should precede any reading aloud of textbook materials in the foreign language. No writing or printing tells all the facts about the pronunciation of a sentence, and some writing systems (like that of English, for example) are so inconsistent and incomplete that a pupil is almost certain to be misled if he tries to work from printing to pronunciation. If the oral-practice material is printed for the pupil's use in his textbook, it should only be used for review and study after intensive oral practice in imitation of the teacher's or the record's or the tape's pronunciation; it should NEVER be assigned for the pupil to study in preparation for a class in which it is to be practiced. Only after several years of intensive practice to build up the foreign-language habits, and only after the pupils have learned how to use a reliable dictionary as a guide to the pronunciation of individual unfamiliar words, it is safe to allow a pupil to read aloud from the printed page sentences which have not been previously learned and practiced in imitation of the teacher or record. And even in these quite advanced stages, reading aloud without previous learning by imitation should be regarded as a device for testing, not for learning. A pupil can learn to read what he has pronounced; but he cannot learn to pronounce from reading: language and writing are like reality and indistinct shadow.

Oral practice must deal with the real language, not with abstractions or artificialities. Syllables are more real than separate sounds; words are more real than syllables; phrases are more real than words; sentences are more real than phrases--except that in the real language; phrases often ARE sentences and sometimes words ARE sentences. Pupils should not be made to pronounce and practice anything which native speakers of the foreign language do not habitually pronounce in their daily-life use of the language. This may be a short sentence, like "At two o'clock" or "Upstairs" or "Of course not" or "But why?" or "George" or "Uh-huh" or "Coming?" or "No sugar, please." Those are real sentences in the sense that speakers of English habitually pronounce them in their everyday use of the English language. But there are no habitually-used sentences of the type "in" or "the" or "-ly" or "chair" or "went"; and pupils should not waste their time in practicing such artificial abstractions of the English language. There are two decisive reasons why only real "utterances" should be practiced and learned: (1) Pronunciation habits involve the succession of sounds just as much as the sounds themselves, and the ability to pronounce an isolated sound is not much more than a theatre trick unless it can also be pronounced at high speed and in various combinations with other sounds with which it occurs in normal speech in the foreign language. As an emergency procedure, the teacher may occasionally pronounce a syllable or a sound in isolation, to illustrate a difference between correct and incorrect pronunciation; but this procedure is for the purpose of helping the pupils hear and perceive the difference. The pupil learns the pronunciation habits of the foreign language by practice, and that practice should be devoted to real speech. (2) It is only in real phrases and sentences that the pupil can practice the melody and rhythm and accent habits of the foreign language. Isolated syllables and sounds are not examples of speech, because they lack the melody-rhythm-accent features which are fundamental parts of the foreign language pronunciation habits. Indeed, if any part of the pronunciation is to be practiced in isolation, it should be the melody-rhythm-accent, not the vowels and consonants or syllables. For example, the sentence "How are you this morning?" might be practiced for melody-rhythm-accent as "diDUMti di dumti", with the "DUM" loudest in accent and highest in melody, and the whole little song produced at the proper rapid speed. But this kind of "singing-practice" should always be followed immediately with the real sentence; the singing is merely a preliminary to the real practice, which must involve all the pronunciation of a real sentence.

---

*From Teaching English, edited by George E. Wishon and Thomas J. O'Hara, The American University in Cairo Press, 1966

As far as possible, the sentences to be practiced should be short enough so that the pupils can imitate them from beginning to end. In the very first stages, the pupils can remember only very short sentences, even for the brief time between hearing the teacher and repeating what they have heard. At the very beginning three or four syllable sentences are the limit of new material which can be remembered long enough for accurate imitation. Longer sentences can be composed of well-learned phrases and short sentences; but even new combinations of familiar material should not exceed a dozen syllables during the early stages; it is far more important for the pupils to be accurate and self-confident than to half-hear and half-learn impressive-appearing sentences. If, for any practical reason, it seems necessary or desirable for the pupils to learn a rather long sentence, it is a good procedure to break the sentence into natural units of meaning, and build up from the END of the sentence, not from the beginning. For example, it may be useful for the pupils to learn "Please speak a little more slowly". In the early stages, this sentence is certainly too long to be retained in the pupil's memory at first hearing. The order of practice should be "slowly--more slowly--a little more slowly--speak a little more slowly--please speak a little more slowly." There are two reasons for this procedure of building up from the end of a long sentence: (1) As the pupil practices longer and longer parts of the total sentence, he gets more and more practice on the last parts; he is always proceeding from the less-practiced to the more-practiced part, which increases his confidence. (2) In most languages (certainly in English), the melody of the end of the sentence is most significant. When the pupil practices "slowly", he pronounces it as if it were a sentence-that is, with the melody of a sentence-end. Then he practices "more slowly"-and the word "slowly" still has the sentence-end melody it had when he first practiced it. And so on through the entire procedure: at all times the melody of "slowly" is a sentence-end melody, and the pupil is never asked to change the melody of a word or phrase as the sentence is being built up, and his pronunciation of each increasingly large part of the sentence always has the normal sentence-end melody. If a teacher is in any doubt whether a sentence is too long for accurate imitation at a first hearing, it is wise to resolve that doubt in favor of the buildup presentation: first pronounce the entire sentence once or twice and at normal speed without telling the pupils to try to imitate; then build up, from the end, by units of meaning.

Formation of the foreign-language pronunciation habits requires two factors which are not easy to reconcile: (1) The pupils must practice--many many times--each sentence until it is thoroughly and correctly learned. (2) The pupils must listen intently to the teacher and to themselves, and they must be aware of the meaning of what they are practicing. Often these two factors fight each other;pupils tend to become bored and inattentive and careless after several repetitions of the same sentence. The teacher's skill must insure the large amount of practice which is necessary and at the same time keep the pupils interested and alert, and avoid a merely mechanical repetition.

The basic device is to avoid lingering too long on any one sentence. Let us assume that in a particular assignment there are fifteen sentences to be learned, and time enough for the pupils to pronounce three hundred sentences. That means, of course, that each can be practiced twenty times. But it would be a great mistake to practice the first sentence twenty times, then the second sentence twenty times, and so on; long before the twentieth repetition of a particular sentence, the pupils would have become bored and uninterested and would be pronouncing it mechanically. It would be far better to go through the entire lesson of fifteen sentences, practicing each one five times, and moving to the next sentence, then to go through the entire lesson again--this time practicing each sentence three or four times. Then take the sentences in a different order from that of the textbook and practice each sentence three or four times. Just before the end of the time allotted to practice on this group of sentences, go through the entire lesson, in the textbook order, with at most two repetitions of each.

Further, variety can be produced by different forms of pupil-response. The first time through a new lesson, the entire class should imitate in chorus. Later, the pupils in the front of the room imitate, while those in the back of the room listen; then the reverse. Another time through the lesson, the pupils on the right-hand side of the room imitate, then those on the left. Or the front row does the first three sentences, the second row the next three, and so on. If the lesson is in the form of a conversation between two people, the right-hand half is speaker A and the left-hand half is speaker B; then vice versa; the teacher should move physically to be in front of the imitating half for each speech in the little drama, for the teacher's moving back and forth stimulates the pupils to remain alert.

In the intermediate stages of language study, when the pupils can safely be allowed to use a printed text of the sentences to be practiced, conversational sentences can be divided between the class and the teacher; the teacher is A and the pupils are B, then vice versa. After a lesson has been partially learned and the correct pronunciation has been practiced adequately, the remaining task is to fix the sentences and their meanings in the pupils' memories; at that stage the class can be divided into two halves to "converse" with each other following the printed text, while the teacher listens sensitively and after the "conversation" calls attention to mistakes he has noticed; then there is intensive practice on the troublesome sentences. Sometimes (especially for purposes of reviewing material studied in previous lessons) it is useful to assign pairs of students to go through a conversation simultaneously; the teacher wanders about the room listening to various pairs sometimes correcting an individual student when an important mistake is made. This "practice-in-pairs" is not only a device to avoid monotony; it gives the students practice in listening under unfavorable noise-conditions, which is a very real situation in practical life: people often talk in crowded rooms with competing conversation or on streets with traffic noises, or on film or radio with mechanical interferences, or on the telephone with its imperfections.

In the intermediate and advanced stages, after the foreign-language pronunciation habits are well established, it is safe to have individual pupil responses during the reviewing practice. There are two pitfalls to be avoided in assigning individual responses: (1) the teacher must remember that while one student is practicing, the others are not ACTIVELY practicing: and unless each individual pupil is pronouncing almost perfectly, the others are hearing what is not good for them to hear. (2) Unless the teacher is skillful in disguising the order in which individual pupils recite, the other pupils will spend more effort in guessing whether they will be called upon next than in thinking about the foreign-language sentences and their meanings.

At all times, in oral practice, it is necessary to make sure that the students are practicing MEANINGFUL material, not mere vocal exercises. The vocal exercise is essential, but it is only a means to an end; and the end is the communication of meanings in the foreign language. It is all too easy for repetitions of speech-sounds to become a mere muscular performance: even in the pupil's native language, if he repeats a meaningful phrase or sentence fifty times it becomes a meaningless jingle-jangle which scarcely sounds human, let alone intelligible or civilized. . . The attrition of meaning from repeated utterance is much more rapid in a foreign language than in the native language and the teacher must foresee and prevent it.

If the teacher has himself recently gone through the wholesome discipline of learning to speak a foreign language, he will realize how difficult it is to remember BOTH what he learns to say (its meaning) AND how he learns to say it (its pronunciation). If he has not recently studied an unfamiliar language, he must make a special effort to remind himself of the need to reinforce over and over again the connection between sense and sound in a new set of habits.

A standard classroom procedure in introducing new material or in reviewing previously studied material is this:

Teacher: The sentence in the pupils' native language, in an ordinary conversational style. Brief pause. The sentence in the foreign language, loud and clear. Brief pause. The foreign language sentence again.

Pupils: The foreign-language sentence.

Teacher: The foreign-language sentence.

Pupils: The foreign-language sentence.

Teacher: "Again"

Pupils: The foreign-language.

Teacher: The sentence in the pupils' native language; the foreign-language sentence.

Pupils: The foreign-language sentence.

In subsequent exercises, the association between the meaning and the sound needs to be maintained by the teacher. It is important that the pupils should learn the sentences by immediate imitation, not by a strained effort to remember. For their memory is all too likely to be in terms of their native-language habits; they need and should always have the sound of the foreign-language sentence, just pronounced by the teacher, as a model. Even after both the teacher and the pupils think a sentence has been learned, some pupils will sometimes have lapses of memory; at such times the pupils should not be allowed or forced to fumble about trying to remember the sentence; the teacher should quickly pronounce it for immediate imitation by the pupil. During the beginning and intermediate stages of language learning, accuracy is more important than quantity, grammatical habits more important than vocabulary, pronunciation habits more important then grammar. It is better for a pupil to be able to imitate accurately than to remember inaccurately; it is far better know fifty sentences perfectly than two hundred imperfectly.

It will often seem to the teacher that the intensive and frequent repetitions of a small number of sentences is boring and that little progress is being made because the total amount of material seems to be small. This impression is to be resisted. The pupils are less bored than the teacher during intensive exercises what seems perfectly simple to the teacher is still strange and unfamiliar to the pupils. The proper way to avoid boredom is by variety of procedures in practicing the material, not by practicing too much material to be thoroughly learned. When the teacher is convinced that his pupils are truly over-saturated with practice of a particular lesson, it is nearly always better to return to the review of an earlier lesson than to proceed too soon to new material. Learning the habits of a foreign language involves half-learning, partly-forgetting, relearning; frequent review practice helps to confirm new habits and builds up the pupils' confidence in their progress, for the old material always seems much simpler than when it was first encountered and thus gives the pupils a measure of their progress in learning.

Much depends upon the "classroom customs" which the teacher establishes at the beginning of foreign-language learning. He must insure full participation by all members of the class; they must all repeat in a clear firm voice at all times. Mumbling or muttering is a bad habit; pupils who do it are in some cases shy and afraid of making an observable mistake. It is the teacher's task to convince the students that making mistakes is natural in the early stages, and is nothing to be ashamed of, if the pupil is making a real effort to learn. The full, clear, firm voice in practice will not embarrass the individual pupil in choral work; and practice should be choral until the material is so well learned that individual recitations are very nearly all accurate. The teacher sets the tone of classroom customs by himself pronouncing the sentences clearly and firmly. The pupils are to mimic as accurately as possible everything the teacher does in speaking the foreign language: the sounds themselves, the speed of speech, the melody, -- even his gestures and the expression of his face. Facial expression involves the habits of lip-movement and jaw-movement, which are important parts of speech-habits, and which differ from language to language.

When the foreign language has quite different habits of melody-rhythm-accent from those of the pupils' native language, it is expecially important that all practice should be at a normal speed of speech. The teacher is tempted to "help" the pupils by pronouncing slowly and with an artificial emphasis on some words or syllables which are difficult for the pupils. This is a false kindness, which harms rather than helps the pupils. Only in rare emergencies is it safe for the teacher to use an artificially slow speed or an artificial emphasis to let the pupils hear some sound or syllable which is troublesome. And in such an emergency the teacher must very clearly label the artificiality: "Listen carefully while I pronounce it very slowly." Then, before the pupils are instructed to repeat, the teacher much repeat the sentence or phrase at normal speed and with normal rhythm and accent several times, to be sure that the normal, not the artificial, pronunciation is the one which the pupils mimic. If a sentence is too long for accurate remembering, the "build-up-from-the-end" procedure should be used, not an artificial slow-down procedure. A long sentence may be broken up into its natural meaning-units, and the pauses between these units may be made somewhat longer than normal, but the units themselves must be heard and mimicked and practiced at normal speaking speed.

If a textbook is being used, with lessons specially prepared for the mimicry-learning of sentences for oral practice, the teacher is spared the task of making his own lessons. Whatever the imperfections of the textbook, it is better than nothing. The pupils will probably tempt the teacher to go beyond the material of the lessons; they will ask him "What is the word for X?" or "Isn't there another way to say that?" or "Teach us how to say X." And sometimes the teacher himself may be tempted to replace an expression in the textbook with a somewhat different expression which seems familiar or more natural to him. And sometimes a natural human vanity tempts a teacher--especially a young teacher--to impress the pupils with his knowledge by finding fault with the textbook and "correcting" or "improving" it. Such temptations should be resisted. Even if the textbook gives a somewhat stiff or unidiomatic sentence to be learned, that defect is less serious than the harm done by confusing the pupils with "corrections" or "improvements." If the model sentence is truly unidiomatic or unnatural, it will gradually fade from the pupil's memory, for it will not be reinforced by his later use of the language. Confusion and uncertainty and lack of confidence in the textbook are much more harmful than an occasional sentence which for some reason seems unnatural to the teacher.

To the frequent question "Isn't there another way to say that?" the proper answer is usually "Yes; we'll learn that a little later. For today, we'll learn this way to say it."

In short, the purpose of oral practice in the early stages of foreign-language learning is to build up habits in the pupils and give the pupil a store of performances (sentences) upon which he can rely as examples of the pronunciation and grammatical habits of the foreign language . . . . To establish those fundamental habits of pronunciation and grammatical structure so that they have become unconscious and natural, and ready as a foundation for the vocabulary to be learned in later study, is an important and none-too-easy task.

by Ann Takahashi

CONTRASTING STRUCTURE PATTERNS

English	Spanish
The use of not w/verb forms: "Mary is not here."	Usually replaced by no: "Mary is no here."
The use of s for most plural nouns: "boys, pencils." (-z)	A silent s is more usual in the Caribbean countries. The tendency is therefore to say: "My two girl are big."
The use of s in our simple present: "The boy eats." (-s)	Verbs fully inflected. Learning our comparatively uninflected English, the student tends to drop even the inflections which persist, to say: "The boy eat."
Negatives with do, does, did: "He did not go to school."	No auxiliaries exist. Tendency to say: "He no go/went to school."
English adjectives usually precede the noun: "The red dress."	Adjectives usually follow the noun: "The dress red."
Nonagreement of adjectives with nominal in either number or gender: "The big rooms."	Agreement of adjective. Tendency is to say: "The rooms bigs."
Adverbs of time appear only at beginning or end of sentence, usually at the end: "I saw your brother yesterday."	Tendency is to place adverbs of time at beginning of sentence only: "Yesterday, I saw your brother."
The ed past ending for regular verbs: "wanted"	Because of confusion caused by going from a fully inflected language to a comparatively uninflected one, the tendency is to say: "The baby want milk yesterday."
Using the gerund: "I am ready for reading."	Gerund replaced by the infinitive, tendency is to say: "I am ready for to read."

English	Spanish
Going to to express future time: "I am going to sing."	Tendency to substitute the simple present: " I go to sing."
The auxiliary will in our future: "I will see you later."	Tendency is to carry over the inflection and to say: "I see you later."
The use of it to start a sentence: "It is Tuesday."	Tendency is to make the ethnic omission of it and to say: "Is Tuesday."
Comparison of most adjectives with er and est: "tall, taller, tallest."	Spanish uses only more or most. Tendency is to say: "more big, most big."
Adverbs of manner usually precede expressions of place: "He works very hard in the English class."	Same as English.
Use of to be to express age: "I'm twenty years old."	"To have" is used: "I have twenty years."
Use of to be to express hunger, thirst, etc.: "I am thirsty."	To have is the more common usage. To be expresses an extreme: "I am hungry" means "I am famished."
Our negative imperative: "Don't run!"	Replaced by no: "No run!"
Questions with do, does, did: "Does this man work?"	No auxiliaries exist. Persistent tendency is therefore to say: "This man works?" or "Works this man?"
Inversion of subject and verb for questions: "Is the boy here?"	Tendency is to use rising intonation rather than inversion: "The boy is here?"
Use of continuous present: "I am working now."	Tendency is to use simple present for all forms of the present: "I work now."
Verbs in indirect discourse---the same tense in each clause: "He said that he was sick."	That is followed by the present: "He said that he is sick."

English	Spanish
The use of pronouns as subjects: "She can go."	Spanish uses verbal inflection to indicate person and number. Tendency is therefore to omit the pronoun, to say: "Can go."
Verbal contractions: "I'm, we'll."	No contractions exist in Spanish, causing ensuing difficulties in English.
The past with the auxiliary have (our present perfect): "I have always lived in New York."	Same as English.
Possessive adjectives for parts of body and clothing.	The definite article used for this purpose. Tendency in Spanish is to say: "The head hurts me."
No definite articles before titles: "I see Dr. Fox."	Definite article always appears before titles, leading to uses such as: "I see the Dr. Fox."
Indefinite article in usual prenominal positions with words identifying occupations: "She is a nurse."	Indefinite article not required in such usages. Tendency is therefore to say: "She is nurse."
Non-separation of compound verbs: "I get up early in the morning."	Same as in English except for the greater use of the reflexive: "I get myself up early in the morning.

Miss Bodman

MEANING	PAST FORM	PRESENT-FUTURE FORM
Probability	may have might have	may might
Assumption	must have	must
Preference	*would rather have	would rather
Permission	might have could have would you have?	may can would you?
Habit	*used to would	X X
Familiarity	was (were) used to got used to became used to	am (is, are) used to get used to become used to
Obligation	had to X X was (were) supposed to *should have *ought to have	have (has) to must have (has) got to am, is, are, supposed to should ought to
Lack of Obligation	didn't have to	don't (doesn't) have to
Advisability	*should have *ought to have X	should Ought to had better
Expectation	*should have *ought to have *was (were) supposed to	should ought to am (is, are) supposed to
Prohibition	couldn't	must not can not
Ability	could was (were) able to	can am (is, are) able to can will be able t
Possibility	*could have	can could

*the opposite is true

By JAY WISSOT

A GENERAL GUIDELINE OF SECOND LANGUAGE LEARNING THEORIES FOR ESL TEACHERS

NO. I - THE ESL LESSON UNIT

A) Structure of the Unit

Rationale: Each lesson unit must be created around a unifiable design and directed towards an identifiable behavioral performance objective or objectives. The design need not be limited to a linguistic format such as where the class is conditioned to generate all structures from previously practiced sentence patterns and to view all immediate classroom practice as a preparation for future grammatical structures. An alternative could be an experiental design premised upon the concept of choosing language structures according to their environmental immediacy. The situational reinforcement materials produced by several publishers provide an excellent sample of this design.

A third possible structure design would take into account psychological frames of reference towards which the students attach either a symbolic or a practical significance. The various aspects of a soccer game discussed from both the participants' and spectators' points of view allows the Spanish-speaking child to indulge himself in a psychologically comfortable environment while performing with linguistically alien language forms.

B) Control of the Unit

Rationale: The teacher who controls the structure unit recognizes the linguistic and psychological limitations of presenting too much too soon or in too short a period of time. Each lesson should allow students to take something new home with them. If too much is presented at one time, students may not find the material useable in home study situations. In addition, an overabundance of new materials or conflicting material(i.e. new structures and vocabulary introduced in same lesson) may provide interference with previous learnings.

C) Variety in the Unit

Rationale: Variety in the lesson unit calls for both creativity and a sense of the dramatic on the teacher's part. In its simplest form, variety involves a multitude of drill techniques (i.e. substitution, transformation, chain, addition, subtraction, expansion, etc.) and an awareness of when a particular drill should be inserted for maximum effect.

On a second level of thought, variety includes the uses of game activities as a welcomed respite from oral drill and eventually as an integral part of each lesson unit; oral drill becomes a necessary antecedent to the game activity and students are aware that a poor oral drill performance will lessen their own individual enjoyment of the game activity.

NO. II - CLASS MOVEMENT FROM MECHANICAL PRACTICE TO MEANINGFUL PERFORMANCE

Rationale: The ESL teacher should never lose sight of the fact that he or she is preparing students for situations outside of the classroom in which they will be expected to "perform" in the oral or written form of the language. "Performing" in the second language leads eventually to "competence" in the second language. The structured oral drill sequences or "functional" levels of classroom communication are means to an end and should never be viewed as final goals themselves.

A concrete example of movement from mechanical practice to meaningful performance would be a situation where students practiced with a structure in class and then visited a local department store and actually used the language to communicate buying preferences.

NO. III - TEACHER MOVEMENT FROM CONTROLLER TO OBSERVER

Rationale: As the teacher assumes a less central identity role in the classroom, his students chances for linguistic independence increase. He must initiate the classroom action by introducing material and providing necessary explanations. But as the students begin oral practice, his role becomes one of relinquishing the limelight and allowing the students to control the learning center. Two purposes are served: 1)The teacher as observer has a better opportunity to study the behavioral reactions of students to the language material being presented and make adjustments accordingly, 2)the less time spent by the teacher explaining or drilling, the more exposure time is allotted to the students for language production.

NO. IV - TEACHING ENVIRONMENT: Appeals to Emotion Precede Appeals to Conceptualization

Rationale: The rationale parallels the established education concept which argues that concrete learning must take place before individuals can begin formulating corresponding abstractions. Inductive language teaching follows the same reasoning in that the teacher does not formally attempt to explain concepts until after they have been introduced and practiced sufficiently to insure oral production. If the teaching objective is physical production (oral response), then the stimulus appeal to the student must be clothed in techniques generally emotive in nature.

This can be accomplished through the physical appearance and personality traits of the teacher as well as through direct physical involvement in the learning process on the part of students.

> NOTE: It should be understood that conceptualizing in a language is a process concurrently related to physical production. They are not mutually exclusive. However, the techniques used by the teacher in engendering a physical response should correspond to the teaching objective; physical language production.

NO. V - TEACHER TO STUDENT - NON-VERBAL COMMUNICATION

Rationale: Considering the fact that in an ESL class (specifically on the beginning language levels) approximately 85% of the time is spent in physically doing and the remaining 15% in verbally explaining, it seems reasonable to expect the teacher to communicate as a "doer" and not as an "explainer." In addition to hand gestures and pantomined explanations, there are numerous other ways to communicate non-verbally. Students attention in a class can often be maintained by merely tightening or untightening facial muscles. Positioning the body in certain areas of the room to connote pleasure and in other areas of the room to connote displeasure is another example of non-verbal communication.

The communication should evolve as part of the general classroom situation. The student shouldn't be led to believe a dichotomy exists wherein the teacher as doer and the teacher as explainer/controller are two separate individuals utilizing two distinct approaches to human interaction.

NO. VI - STAMINA: PHYSICAL AND MENTAL

Rationale: ESL teaching is an arduous task. Not only does it tax body strengths but it also drains the emotional resources. Aside from being prepared for this condition, the teacher should be conscious of those times where physical and/or mental exhaustion begins to affect performance. Rather than continue in a less than proficient fashion and encourage the risk of becoming increasingly intolerant towards student reactions, the enlightened teacher shifts to an activity less physically compelling or allows the class and himself a period of respite to regroup his thoughts.

NO. VII - ENCOURAGEMENT OF BILINGUALISM

Rationale: The goal of second language teaching is not to replace a student's first language with a second language; but rather to complement the student's native language with a second form of communication. Teachers must convey to students the message that language is situational and often governed by social circumstances. Asking monolingual teachers to learn Spanish as a prerequisite to teaching Hispanic students English is just as impractical as asking the Hispanic youngsters to go home and speak English in an environment which is totally non-English speaking. It is the appropriateness of the social circumstances which dictates the language to be used not subjectively arrived at value judgements.

While many teachers pay lip service to a belief in bilingualism, they behave in a contradictory fashion once inside the classroom. One does not foster in students a reciprocal appreciation for a second language by screaming all day "No Spanish is to be spoken in here." While exposure to the second language is a necessary and linguistically valid reason for stipulating that only English be used in the classroom confines, the student can easily equate teacher insistence with linguistic prejudice. It behooves the teacher to definitely explain why he wants English spoken and not allow students to make assessments on the basis of declarative statements alone.

NO. VIII - TEACHER ENFORCED OUTER DISCIPLINE VS. STUDENT INITIATED INNER DISCIPLINE

Rationale: Human discipline in most western cultures is thought of as a product of inner compulsions and restraints and not a manifestation of outer threats and appeals to irrational fears. The teacher who expects to motivate or instill discipline in students by vague entreaties to the fact that everyone living in the United States must learn English is engaging in self-delusion.

Foreigh-born students know all too well that the majority of people in their newly arrived in country do not speak their language. They are more interested in finding a specific personal reason for why they should learn English than in being told why people from previous generations and for wholly different motivational reasons chose to learn English.

We tend to mistake enthusiam, cooperation and interest with motivation of students. All too often, the student who sits the most attentively and tries the most earnestly learns the least. He has accepted the outer dictates of the teacher and manifests passive behavior but has not discovered an inner personal reason for why he should learn English. True motivation is the acceptance or recognition of the importance of what is being taught.

When a majority of individual students collectively agree that what is being taught is important, the teacher can maintain a disciplined classroom environment. A teacher achieves concensus only by inspiring and encouraging individual class members to discover a personally satisfying choice among the many different reasons for why one would want to learn a language. In many cases, the sheer enjoyment of the ESL class is reason enough for many irresolute students to decide in favor of learning English.

SOME PRINCIPLES OF TEACHING ADULTS

1. Adults, particularly, have self-images more resistant to the subordinating role of accepting knowledge from others. Except for the fact that the teacher has had more formal education, the teacher and the student should look upon each other as "equals." The teacher should not set himself up as an authority to whom the student is subject. He should remember that his students may know more about many subjects than he does.

2. Adults are used to being treated as mature persons and resent having teachers talk down to them. Adult students must keep their status as adults. Use of first names, nicknames, and words such as "boy or "girl" may arouse antagonism and resentment. Although the teacher's age and the age of the student may help to determine whether the student and the teacher should call each other by first names or by the more formal "Mr. or Mrs._____," a teacher's general rule might be: "If I call you by your first name, then you call me by my first name."

3. The adult is likely to be more rigid in his thinking than a child. Through his years of living he has acquired a "set pattern"of behavior, and set ideas of what is right and wrong, fact and fiction. This pattern has to be "unset" in order for learning to take place.

4. The adult is more impatient in the pursuit of learning objectives than a child. He is also less tolerant of "busy work" which does not have immediate and direct application to his objectives. Adults have needs which are more concrete and immediate than those of children. They are impatient with long discourses on theory and like to see theory applied to practical problems.

5. The adult has more compelling responsibilities competing with education for his time. Adults are sometimes physically tired and less alert when they attend classes. They, therefore, appreciate any teaching devices which add interest and a sense of liveliness, variety of method, audiovisual aids, change of pace, sense of humor.

6. Adults groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

7. The adult's memory of school may be of an unpleasant place where onerous tasks were assigned, where the teacher forced study of the disliked, and where the student was ridiculed for error. Such memories of childhood make the adult learner bring to school old feelings of insecurity. The adult, indeed, may be justifiably sensitive to sarcasm, to frustration, and to failure. The teacher of adults must try to give the learner a sense of security and mastery without any feeling of shame or inadequacy.

8. Adults must be free to assess and reject or accept the expert knowledge of the instructor in light of the realities of their life experiences. They must be free to decide to leave a formal instructional group whenever the learning experience fail to contribute to their personal needs or to the problems present in their life situations.

9. Aggressive reactions by adult students to the ideas, values, and actions contained in the instructional activities must be permitted by the instructor. Adult students must be able to influence the kind of learning goals chosen for the instructional group as a means of making certain that these goals take account of their needs and problems.

10. The teacher must be aware of what the adult brings with him. An adult does not come to school (or to the factory or to the insurance agent) with a tabula rasa (clean slate). The adult is the carrier of all his learning. He brings to learning situations not only his learning ability, but a tremendous range of stored learnings. The teacher must appreciate that every adult brings to every learning situation his own concepts and attitudes.

THE ORDER OF ADJECTIVES BEFORE NOUNS

	NUMERALS		"DESCRIPTIVE" ADJECTIVES Adjectives of									
DETERMINER	ORDINAL	CARDINAL	Opinion	Sise	Shape	COLOR	PLACE OF ORIGIN	"made of"	"used for"	NOUN	PHRASES	CLAUSES
her	last	two	lovely	large	round	blue	French	glass	ink	bottles	with.....	which....

Content Words are: nouns, verbs, adjectives, and most adverbs

Function Words are: pronouns, prepositions, conjunctions, interjections, determiners, interrogatives, modal auxiliaries, auxiliaries, adverbs of degree, etc.

by Vivian Horn

Notes on Lesson Plans

O'Connor and Twaddell say that the following abilities need to be developed in the language learner for each language item:

Recognition
Imitation
Repetition
Variation
Selection

Finocchiaro Lesson Plan (from Theory and Practice) 45-60 min. lesson

1. Warm-up - recital of known material to loosen students' tongues. 3-5 min.
2. Homework correction (if homework assigned): short quiz. 7 min.
3. Pronunciation drill. 3 min.
4. Approach to new material (by review, by related experience, by comparison or contrast with a known structure). 8 min.
5. Statement of aim of new lesson - teacher tells students what they are going to learn or read.
6. Presentation of new material (new dialogue, new structure, new reading). 5-10 min.
7. Oral practice activities. 15 min.
8. Summary of lesson. 2 min.
9. Overview of homework assignment or review of conversations. 3-5 min.

Allen Lesson Plan

1. Review (relevant material taught so far).
2. Contrast of relevant old pattern with the new one.
3. Explanation of the new pattern (including aids or relia needed).
4. Examples.
5. Mechanical drill, leading to . . .
6. Meaningful drill.
7. Review of old patterns and the new one ("indirect" drill).
8. Reading exercise(s) and writing exercise(s).
9. Homework assignment.

5 Sequential Steps in Teaching

1. Student must be led to understand the material - through explanations, pictures, dramatization, etc.
2. Student must be led to repeat the material after you as often as necessary.
3. Student must be led to practice the material in as many ways as possible.
4. Student must be led to choose correct word, expression, or structure from several choices.
5. Student must be helped to use new material in realistic communication situations.

Self-Evaluation for the Teacher

1. Do your students practice English in class, or do they spend a large portion of their time listening to your explanations?

2. Do you involve all of the students in classroom activities?

3. Do the students in your beginning classes spend most of their time listening and speaking rather than reading and writing?

4. Do you use a normal rate of speech and normal pronunciation in speaking to your class?

5. Do you introduce materials at a controlled rate so that your students are able to achieve mastery of new material? Do you review frequently?

6. Do you arrange your lessons so that the English model is followed by choral response, individual response, and communication among students?

7. Do you use structural pattern drills?

8. Do you concern yourself with the accuracy of your students' pronunciation?

9. Do your students learn vocabulary in a meaningful context rather than as separate words?

10. Do your students learn dialogues, stories, and drill material so that they can respond automatically?

11. Do you evaluate your students according to what you have taught and what is the most important at their level?

12. Do you demonstrate fully how a new assignment, activity, or test is to be done?

13. Do you assign "busy work" or useful learning exercises?

14. Do you correct your students' oral and written mistakes as soon as possible.

15. Do you vary materials to maintain the interest of your students?

16. Do you incorporate the culture of the United States into your lessons?

17. Do you know the agencies and facilities in your community that may be beneficial to your students?

18. Do you use audio-visual aids such as objects, pictures, charts, application forms, tape recorder, record player, etc.?

19. Do you use songs and games as supporting activities to provide practice in the use of correct English?

20. Do you and your students have fun.

GUIDE TO CULTURAL INFORMATION*
in ESL Classes

E. C. Condon
Rutgers University

1. For the child.

The places and times of play.

The particular games played and the spirit and noise with which they are played. (children in the United States seem to me much noisier than those of England, for example.)

The attention given to the development of the physical skills of the child.

The stories that are told to the child at various ages and the pictures that illustrate those stories. (The comics of the Sunday newspapers for example)

The songs that are sung to him and those he is taught to sing.

The first schools he attends and the teachers of these schools. The segregation of the sexes in these schools. The teachers--men or women. Age groups.

The formulas of address used by the child--to parents, to companions, to teachers, to adult strangers. Age and circumstances of beginning use of "polite" forms. Methods of acquisition.

2. For Youth.

The stories and novels they read. The usual types of conduct portrayed in favorable or unfavorable light. Kinds of illustrations.

The songs sung and the occasions on which singing is done.

The modes of recreation. Sports and games. Attitudes toward swimming, gymnastics, etc.

The schools with their curricula and activities. "Subjects" of study and "credits." Frequency and function of examinations. "Required" studies and "electives". Divisions of "elementary" and "secondary". Common core of experience. Separation from the sexes. Kinds of teachers, their education and training. Discipline and freedom. Amount of detailed direction and areas of independent action. Boarding schools. Dormitories and regard of privacy.

The social relations between the sexes among youth, conventions for "modesty". Areas of supervision and freedom. Precourtship social practices. Courtship and marriage.

Youth and their relations to parents and to teachers. Formulas of language used to each group. Introductions and leave takings.

Work experience—formal, incidental. Remuneration and allowances.

---

*Excerpt from Fries, Brooks, Lado, *et al.*

3. For adults.

The types of employment. Preparation for and initiation into positions of work. Initiative, areas of free choice, supervision. Renumeration and security. Out look for "advancement" and responsibility and attitude of workers toward remuneration scale and 'advancement'.

Social distinctions, caste divisions. Occasions for class mixture. Consciousness of class levels or class separations in parents, in children, and time and methods of realization. Language differences of social class levels.

Language formulas and usual stereotyped utterances in various roles of social contacts. The clerks in the stores and customers. The mistress and maid. The casual meeting on the street, informal teas, formal receptions. To hostess and host.

Motions and gestures in various social situations, with greetings and leave takings. Shaking hands--how frequently; who extends hand first? Introductions. Differences of ceremoniousness in different social groups.

Drinking songs, "popular" songs, "folk" songs. Community singing. Customs in theaters--ushers, tips, programs, signals of beginning of performance, intermissions. Conduct of audience. Social positions of actors, musicians, athletes.

Religious practices. Holidays ad festivals and how celebrated.

Profanity and expletives. Tones and gestures accompanying various ejaculations. Occasions of use and attitudes of various groups.

The clothing appropriate for various occasions. Kinds of hats for men and women, and when worn? Differences of rural and urban districts. Style of support for men's trousers and removal of coats in public.

The meals--when, how many, what? Seating at meals. Practices with and without servants. Signals.

The practice accompanying eating. Spoken formulas. Methods of using eating utensils. ("American forks" are quite noticeable in Europe.) Water with meals. Tea, coffee, wine, beer, cocktails, liquers. Attitudes toward various beverages. "Soft drinks"

Types of buildings and uses of various parts. Typical furnishings for each. Materials of building. Modes of heating. Plumbing and mechanical "conveniences." Bathing and conventions of "cleanliness"--tubs, showers, "running water", privacy.

Funerals and disposal of the dead. Conventions of mourning.

Tabus, especially verbal. Limitations of certain utterances. Areas of "silence"

Differing practices in various seasons of the year--those dependent on climate and physical features of country and those that are "conventional." (Desirability, therefore, of living in foreign country throughout complete cycle of the year.)

Types of Structural Drill

1. Listening without responses
2. Listening with non-verbal response
    1. obeying commands
    2. with pantomine reaction
    3. marking pictures that correspond to what they hear, or writing

3a. Repetition, choral

T: This is a pen.

Class: This is a pen.

(also with sub-groups, rows, etc.)

b. Repetition, Individual

T: What's your name?

Class: What's your name?

(going from student to student)

4a. Substitution, simple single slot

T: I want that dog.)
) introduction
S: I want that dog.)

T: cat

S: I want that cat.

T: rat

S. I want that rat.

5. Patterned Response,(Finocchiaro)

T: I'm hungry.

S: So am I.

T: I'm tired.

S: So am I.

6a. Transformation, (to negative)

T: I can swim.

S: I can't swim.

(also with change of element)

T: Al can swim.

S: Zoe can't swim.

(singular to plural)

T: This is John's book.

S: These are John's books.

T: That is Mary's hat.

S: Those are Mary's hats.

(active voice to passive voice)

T: Paul wrote the Epistle to the Romans.

S: The Epistle to the Romans was written by Paul.

(to contracted form)

T: Mary cannot swim.

S: Mary can't swim.

(change in word order)

T: He flew to Rome after graduating.

S: After graduating, he flew to Rome.

(to question)

T: He flew to Rome.

S: Did he fly to Rome?

(to different tense, to corresponding pronoun and others)

7. Paired sentences (Finocchiaro)

T: Mary likes to study.

How about you?

S: I do too. or I like to study, too.

or I like to drink.

8. Completion, (without cue but set type or filler)

T: I came here ______________.

S: I came here last night.

(with cue)

T: The room is ______________. (size)

S: The room is small.

T: The building is __________. (height)

S: The building is high.

(with tag, question)

T: Joe is the best in the class.

S: Joe is the best in the class, isn't he.

T: Mary likes cocoa.

S: Mary likes cocoa, doesn't she.

(given alternatives)

(on the board: on the corner, to the movies, a candy store)

T: There's a house.

S: There's a house on the corner.

T: He owns

S: He owns a candy store.

8. Completion, Cont. (free choice)

T: If my friend and I were in Rome now ____________________.

S: If my friend and I were in Rome now, we would visit St. Peter's.
(or just: We would visit St. Peter's.)

9. Insertion

T: I am careful.)
) Introduction
S: I am careful.)

T: always

S: I am always careful.

(also with phrases and clauses)

10a. Combination, basic (adding only coordinator)

T: Zoe has a pencil. Al has a pen.

S: Zoe has a pencil and Al has a pen.

b. Combination, with grammatical change

T: Zoe has a pen. Al has a pen.

S: Zoe and Al have pens.

c. Combination, (organic-change)

T: I have a dog. It is brown.

S: I have a brown dog.

(to achieve complex sentences)

T: The rain stopped. We all went out.

S: We all went out when the rain stopped.

10d. Combination, with dropping.

T: Zoe has a pen. Al has a pen.

S: Zoe has a pen and Al does, too.

11. Addition

T: The cat is here.

S_1: The black cat is here.

S_2: The big black cat is here.

S_3: The big black cat that belongs to Marie is here.

12. Replacement

expansion T: They're fighting.

S: The cat and dog are fighting.

reduction

T: John and Mary are happy.

S: They're happy.

13. Conversation Drill, (Lado)

T: The students are busy.

S_1: Are the students busy?

S_2: Yes, they are.

14. Answer-Cued Question Drill

T: Elmer has waited for her since five. (introduction)

T: since five

S: How long has Elmer waited?

T: Elmer

S: Who has waited for her since five?

15a. Question, simple repetitive

T: How old are you?

S: I'm twenty.

T: How old are you?

S: I'm twenty-one.

(or with "Yes" or "No" answers)

b. Question, chain

T: How old are you?

S_1: I'm twenty.

S_2, how old are you?

S_2: I'm twenty-five.

S_3, how old are you?

etc.

c. Question, limited response

T: What do you enjoy doing in summer?

S_1: Swimming.

T: (Same question)

S2: Taking trips.

d. Questions, answer from alternatives.

T: Would you like water or whiskey?

S: I would like water. ---I'd like water.

e. Question, with word to include in answer

T; Where did you go? home

S: I went home.

15f. Question, forcing new structure in answer

T: Why is John so rich?

S: Because he doesn't spend his money.

T: Why is Zoe so dirty?

Because she doesn't wash.

g. Question, paradigm practicing.

T: Where do you live?

S: I live in New York.

T: Class, where does he/she live?

D. He/she lives in New York

T: Where do I live?

S: You live in New York.

T: Class, where do I live?

C: You live in New York.

h. Question, indirect

T: Ask Mr. Kim what he ate last night.

S: Mr. Kim, what did you eat last night?

Mr. K.: I ate kimchi.

(indirect command)

T: Tell him to wait for you.

S: Wait for me, Please.

15i. Question, relayed

T: What is Mr. Kim's age?

S: I don't know.

T: Ask him.

S: Mr. Kim. What is your age?

Mr. K. : I'm twenty.

S: He's twenty. (or he says that he's twenty.)

j. Question, free response

T: What do you plan to do after class?

16. Completion

1. The teacher _______ a book from the library yesterday.

2. I couldn't understand (what....)

17. Rejoinder

T: My friend John lost his wallet last night. (Sympathy)

S: Oh, what a shame.

T: It snowed last night. (Surprise)

S: Did it really?

18. Arranging Given Elements

T: apples, gave, he, me, some.

S: He gave me some apples.

(also phrases)

From English for Today, Book Four

Practicing Dialogues

Here is one procedure for learning dialogues:

1. Explain content of the dialogue as simply as you can. Point to names of the speakers on the board, or to pictures of the speakers, as you tell what each is saying.
2. Repeat entire dialogue three or four times, pointing always to the names of the speakers or to pictures of them.
3. Write dialogue on the board.
4. Read the dialogue aloud sentency by sentence and ask the class to repeat after you in chorus.
5. Divide the class in half. By prompting each sentence, help one group to be Speaker 1, the other to be Speaker 2.
6. Reverse the roles.
7. Ask an able student to come to the front of the room. Have him take one role in the dialogue while you take the other.
8. Reverse the roles.
9. Ask two students to come to the front of the room and dramatize the dialogue. Prompt them as often as necessary.

PERIODICALS

TESOL Quarterly. Journal of the Association of Teachers of English to Speakers of Other Languages.

TESOL Newsletter. Published by the Association of Teachers of English to Speakers of Other Languages.

Both of the publications above are obtainable only by membership in the association, TESOL. Membership dues, including subscriptions to the periodicals are $10.00 per year. For membership application write to Dr. James E. Alatis, Executive Secretary of TESOL, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007

NJTESOL NEWSLETTER. Published by the New Jersey Association of Teachers of English to Speakers of Other Languages.

This publication is available only by membership in the association, NJTESOL. Membership dues to NJTESOL are $3.00 per year. For membership application write to Mr. Erik Engel, Treasurer, 215 Aycrigg Avenue #1H, Passaic, New Jersey.07055.

Other Publications

English Language Teaching. Published by the Oxford University Press in association with the British Council. Subscriptions Department, Oxford University Press Warehouse, Press Road, Neasden, London, N.W. 10.

Language Learning. North University Building, Ann Arbor, Michigan 48104.

Modern Language Journal. Published by the National Federation of Modern Language Teachers Associations. Business Office, 13149 Cannes Drive, St. Louis, Missouri 63141.

REGIONAL OPPORTUNITY CENTER #8
270 Flatbush Avenue Ext.
Brooklyn, New York 11201

Donald B. Cohen, Director

Rochelle Gursky,
ESL Supervisor

THE ESL/ROC CURRICULUM

In designing the curriculum for the English as a Second Language program in ROC, the problems arose as to what should be taught, what the trainee needs to know and what is available in the field that is suitable for our trainees. It was decided that we would teach the kinds of skills the trainee must have to function in basic education and vocational classes and later, on the job. We discovered that there were virtually no textbooks in ESL that were aimed at the permanent resident adult population in our classes. Therefore, we had to devise our own syllabus for the program.

The ESL curriculum is based upon a sequence of grammatical structures as delineated in the Experimental Syllabus developed by a committee of ESL staff specifically for this program. Work in reading, writing and phonology (the study of the sounds in English) is included at the discretion of the teacher and supervisor. No one single text is used, but rather a variety of reading, grammar and phonology texts which the teacher is able to use as sources for his lesson plans. The vast majority of the daily exercises and reading passages are developed by the teacher himself or by the ESL curriculum writer.

It is assumed that an ESL trainee will leave the ESL program with a reading level of about 6.0 together with a fairly good grasp of English Grammar, the ability to write coherent short letters and passages in English and the skill to comprehend almost everything that he hears at normal speed and reply appropritately. The ESL class is conducted entirely in English to improve aural comprehension and conversational ability in English as much as possible, although the ESL adult trainee may still have a considerable accent in his English.

The following list is an abbreviated outline of the sequence of grammatical structures that has been carefully developed in the ESL Experimental Syllabus. This syllabus is a technical manual designed for the teacher and supervisor and is not ready for general distribution to non-teachers. The sequence is listed according to units. All students begin with Unit 1, but more advanced classes will move through the syllabus more quickly than less advanced classes, but they will all cover or review the same material.

ESL EXPERIMENTAL SYLLABUS OUTLINE

UNIT ONE

1. Use of the verb TO BE in statements and questions
   The book is on the table.
   Is the book on the table?

2. Use of the question word WHERE.
   Where is the book? It's on the table.

UNIT TWO

1. Use of the noun complement.
   Tom is a fireman.
   Is Tom a fireman?

2. Negative of TO BE.
   Tom isn't a policeman.

3. Use of the question word WHO.
   Who is a fireman? Tom is.

4. Contrast of WHERE/WHAT.
   Where is the book? On the table.
   What is on the table? The book.

5. Spelling rules for plurals: regular and irregular.

UNIT THREE

1. Use of ADJECTIVES
   The book is green.
   The green book is on the table.

2. Use of OR with adjectives.
   Is the girl fat or thin? She's fat.

3. Use of HERE/THERE, THIS/THAT, ONE.
   The green book is here.
   The red book is there.

   This book is green.
   That book is yellow.
   That one is orange.

4. Use of possessive forms.
   Tom's book is on the table.

5. It's plus expressions for weather, time, season, day, month.
   It's summer.
   It's April.

UNIT FOUR

1. Use of the PRESENT-PROGRESSIVE tense in statements, questions, negatives.
   The teacher is standing now.
   Is the teacher standing now?
   The teacher isn't standing now.

2. Use of Tag Questions.
   The teacher is standing, isn't she? Yes, she is.
   The teacher isn't standing, is she? No, she isn't.

UNIT FOUR (cont'd)

3. Use of OR for verbs.

Is the teacher standing or sitting?	She's standing.

4. Use of OBJECT pronouns.
   Mary is reading a book.
   Mary is reading **it**.

5. Use of RELATIVE CLAUSES.
   The man is my uncle.
   The man is driving the car.
   The man who is driving the car is my uncle.

UNIT FIVE

1. Use of the SIMPLE-PRESENT in statements, questions and negatives.
   John studies every night.
   Does John study every night?
   John doesn't fool around every night.

2. Use of WHAT/WHEN with simple present.

What does John do?	He studies.
When does he study?	Every night.

3. Use of the modal, CAN in statements, questions, negative.
   I can speak Spanish very well.
   I can't speak English.
   Can you speak English?

4. GERUND as subject.
   Swimming is fun.

UNIT SIX

1. Use of ADVERBS OF FREQUENCY.
   Maria always goes to the movies on Saturday.

2. Use of the question word WHY.
   Why do you always shop on Friday?   Because it's payday.

3. Use of the PAST TENSE in statements, questions and negative.
   Juan studied English last year.
   Did he study English last year?
   He didn't study Spanish last year.

4. Additional work with RELATIVE CLAUSES.
   The man is dead.
   The man shot Kennedy.
   The man **who** shot Kennedy is dead.

5. Use of comparatives/superlatives.
   This book is bigger than the book.
   This book is as big as that book.
   This book is the biggest book on the shelf.

6. Use of USED TO/BUT NOW
   I used to walk to work but now I take the bus.

UNIT SEVEN

1. Use of ADVERBS OF MANNER, (with questions word HOW)
   She sings songs beautifully.
   How does she sing?   Beautifully.

2. Use of COMMANDS/SUGGESTIONS.
   Don't open the window.
   Let's go to the movies.

3. Use of Other/Another/Others.
   Give me the other magazine.
   Give me another magazine.

4. Use of HOW MANY/THERE ARE.
   How many books are there on the table?

5. Use of WHEN CLAUSE.
   He broke his neck when he fell down.

UNIT EIGHT

1. Use of the PAST PROGRESSIVE + ADVERBIAL
   I was studying when the phone rang.
   I was talking while he was reading.

2. Use of COUNT/MASS nouns (much/many, alot of/lots of)
   There are many students here.
   There isn't much noise in the room.

3. Use of INDIRECT OBJECTS in non-shifting position.

Give me the book.	Give the book to me.
Buy me the paper.	Buy the paper for me.

4. Use of INDIRECT SPEECH for commands.
   "Open the window", said the teacher.
   The teacher said to open the window.

UNIT NINE

1. Use of GOING TO as future. (statements, questions, negatives)
   I'm going to be absent tomorrow.

2. Use of elliptical sentences.
   Sally is going to study and Jane is too.
   He studies every night but I don't.

3. Use of the question word WHOSE with possessives.
   Tom's book is on the table.
   Whose book is on the table?

4. Contrast of very/TOO
   Sally gets a lot done. She works very hard.
   Mary makes a lot of mistakes. She workds too quickly.

5. Verbs taking ING or INFINITIVE.
   He began to drive when he was twelve.
   He began driving when he was twelve.

UNIT TEN

1. Use of WILL future. (statements, questions, negative)
   I'll go to Paris next year.
   Before he buys a guitar, he'll study music.

2. Additional work with RELATIVE CLAUSES. (who, which, whose, that)
   The dog has a long tail which is curly.
   The man who's in the car is my friend.
   The fellow whose book you borrowed is my brother.

3. WHEN clauses.
   She'll do her work when she's ready.

4. Use of INDIRECT SPEECH for statements.
   John said, "I'll do it tomorrow."
   John said he'll do it tomorrow.

UNIT ELEVEN

1. Real Conditionals
   If I have time, I'll go to the Post Office.

2. Use of REFLEXTIVES.
   She made the dress herself.

UNIT TWELVE

1. Use of the PASSIVE VOICE.
   Crocuses are often grown in flower pots.
   My new book will be published next month.

2. Use of PRE-NOUN MODIFIERS.
   The Smiths bought those three handsome old colonial mahogany writing desks.

3. Use of TWO-WORD VERBS
   John extinguished his cigarette.
   He put out his cigarette.
   He put it out.

UNIT THIRTEEN

1. Use of PRESENT PERFECT.
   We've lived in New York for five years.
   John's been to the museum many times.

2. Use of verbs followed by ING.
   He finished doing his homework last night.

UNIT FOURTEEN

1. Use of PAST PERFECT.
   He hadn't finished the assignment when the teacher walked in.
   Until last week, I hadn't suspected a thing.

2. Use of INDIRECT SPEECH with questions.

"What day is it?"	He asked what day it is.
"Are you ready?"	He asked if I was ready.

3. Use of WISH/HOPE.
   I wish I could take a trip around the world.
   I hope I'll find a better job.

UNIT FIFTEEN

1. Use of UNREAL CONDITIONAL.
   If I were Jackie Onassis, I'd be a rich woman.

2. Identification of DEPENDENT CLAUSES.
   I was at home when the phone rang.

3. Contrast of THE vs. NO THE.
   English is a difficult language.
   The English language is difficult.

UNIT SIXTEEN

1. Use of FUTURE PERFECT.
   We will have left the house before the mail comes.

2. Use and review of all Modals.
   John should get a raise.
   John must get a raise.   etc.

3. Use of ING clause.
   Having given her speech, Mrs. Nixon sat down.

UNIT SEVENTEEN

1. Use of Present Perfect Progressive.
   It's been raining all week so far.

2. Use of Present Perfect Passive.
   Many dope pushers have been caught this year.

UNIT EIGHTEEN

1. Use of Past Perfect Progressive.
   She was baking when I arrived. In fact, she had been baking since 11:30 that morning.

2. Use of Past Perfect Passive.
   She'd been told to leave the window shut, but she opened it anyway.

The following books are used in the teaching of reading.

Dixson. The U.S.A. -- The Land of The People.
Alesi and Pantell. Family Life in the U.S.A.
Cass. How We Live.
Reader's Digest Adult Readers. (12 books)
Readers's Digest Science Readers.(4 books)
Reader's Digest Readers for Students of ESL. (6 books)
Binner, American Folktales. (This book is used for grammar and reading)
SRA Reading Kits, IIA and IIB

Moreover, this Center has a large library of extensive reading materials which are available to the students whenever needed.

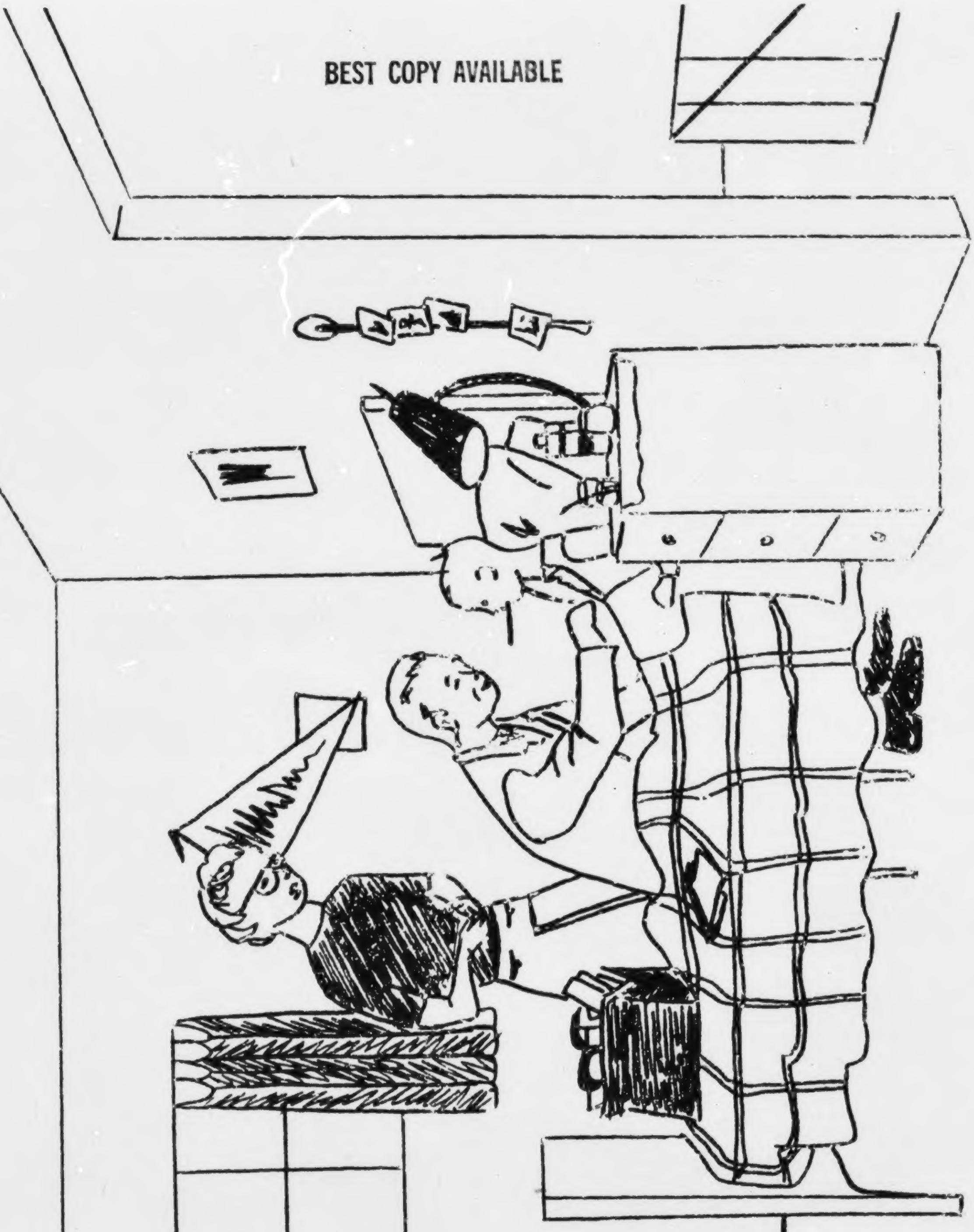
In the teaching of phonology, the teacher depends mainly on:
Allen, Allen and Shute: English Sounds and Their Spellings. However, A Manual for Speech Improvement by Gordon and Wong is often used as an additional source for exercise material. Conversational English reinforces the phonology and grammar practice which the student gets. Taylor's English Conversation Practice is the major source of dialogues which are used to aid improvement in conversational skill.

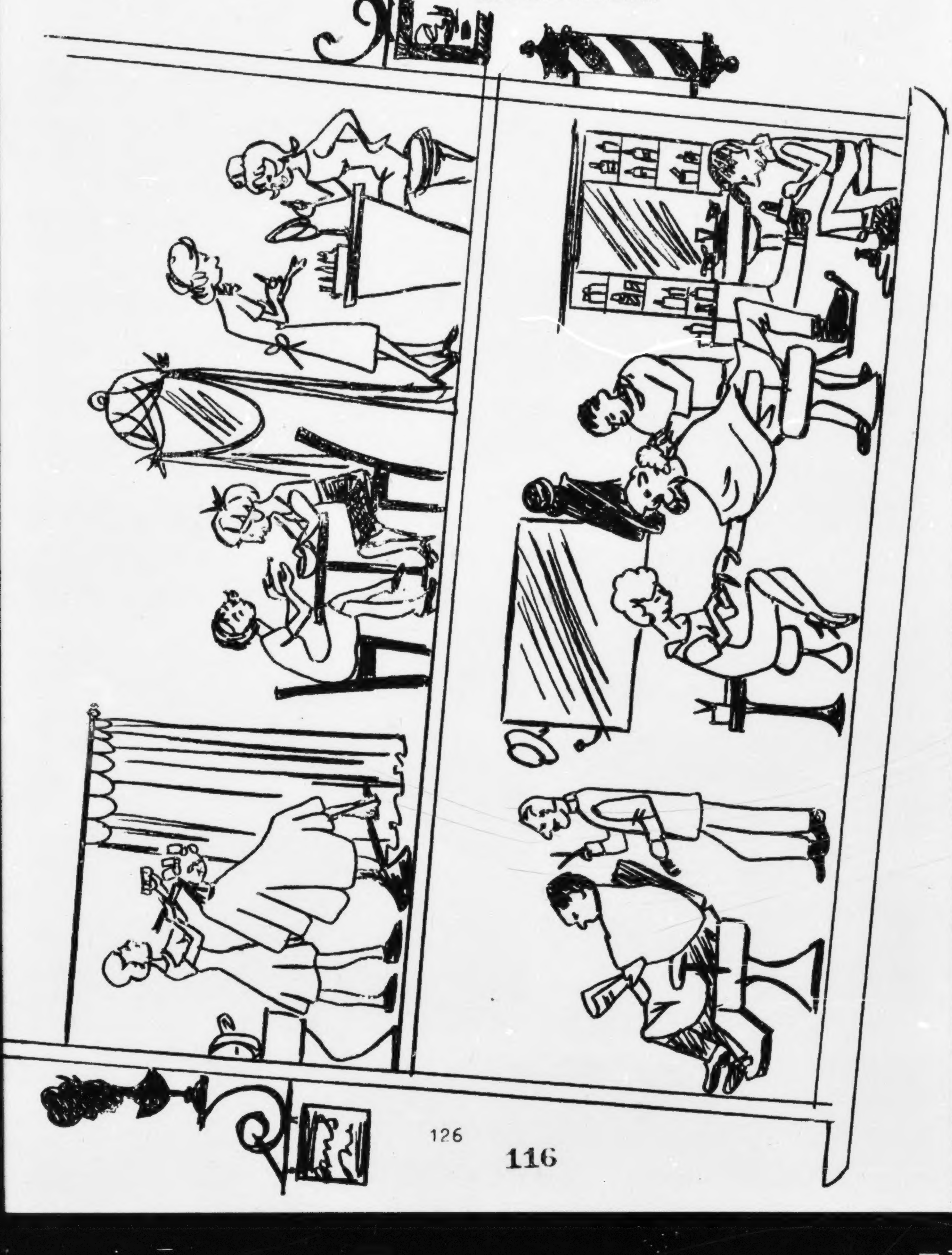
There is no writing text which the teacher has, as very little is available in this area. A large amount of the writing exercises prepared by the ESL teacher is based upon Ananse Tales by Dykstra, Port and Port. There are several grammar texts used as source material for exercises. They are:

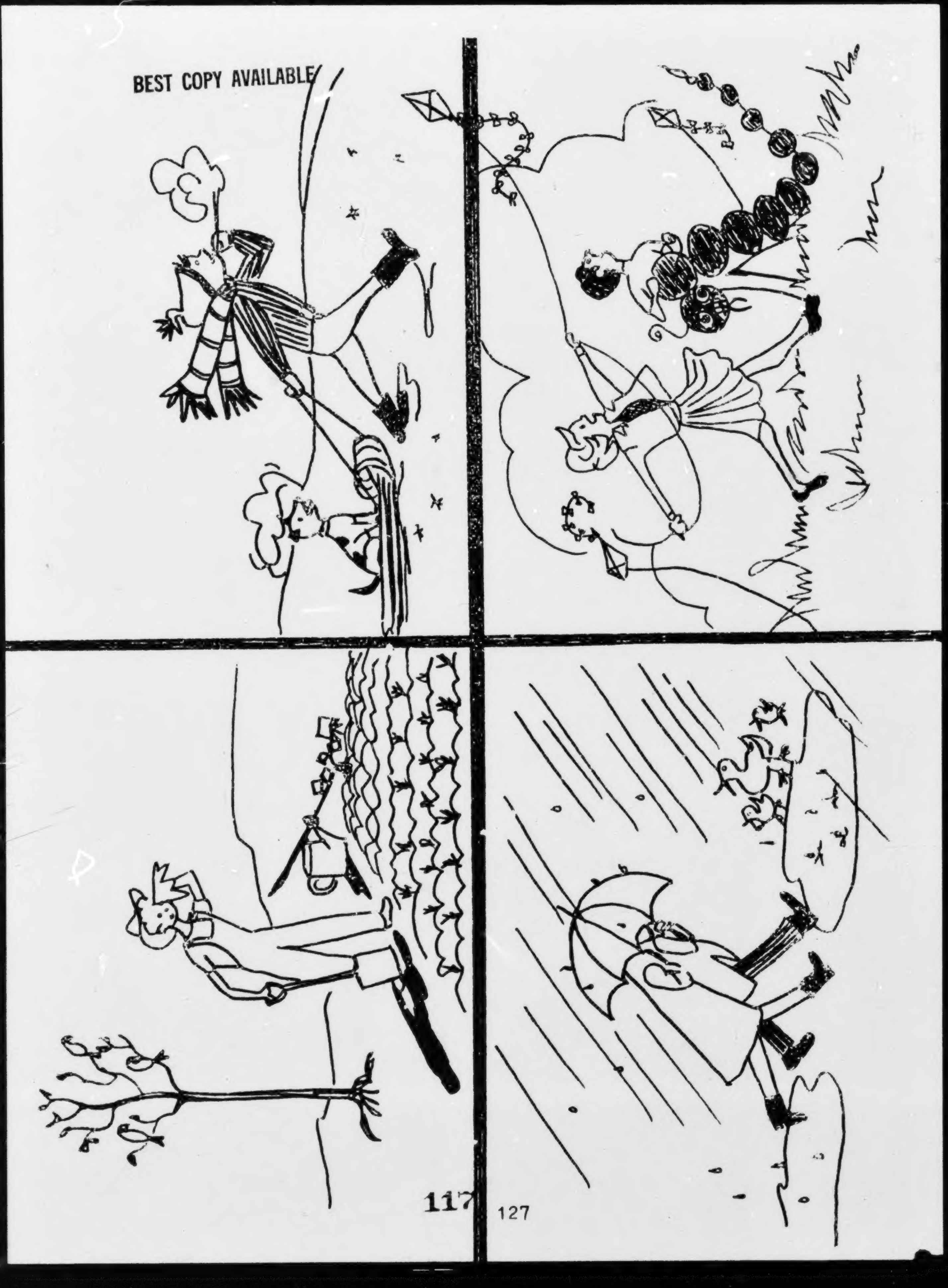
Taylor. Learning American English.
Binner. American Folktales.

In addition, the ESL Supervisor has a large library of all ESL materials that are available, so that teachers may adapt or be inspired by materials already written.

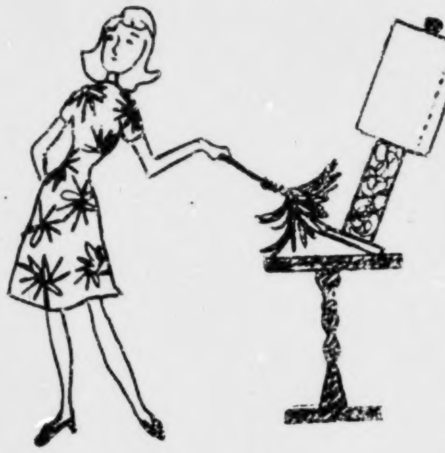
The ESL course is designed to teach the skills of understanding, speaking, reading and writing English. To further this end, we follow the ESL grammar syllabus and utilize various texts in the areas of conversation, phonology, grammar and reading. The major responsibilities for developing classroom materials belong to the individual teacher, with help from the supervisor, other Centers and library materials. Hopefully, we will be able to achieve the goal of having our students function adequately in a job situation with this curriculum designed specifically for their kinds of problems.

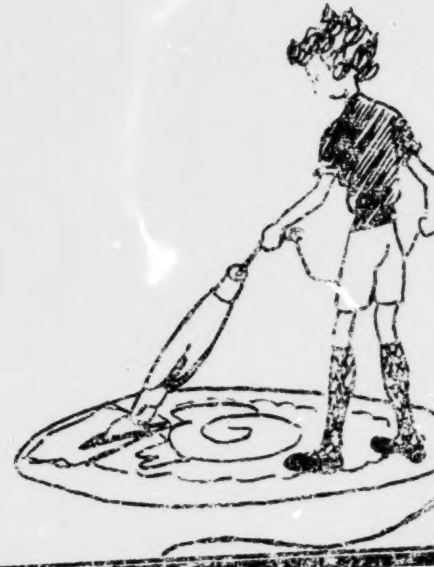


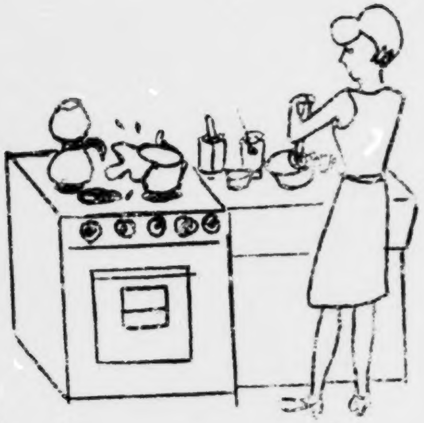


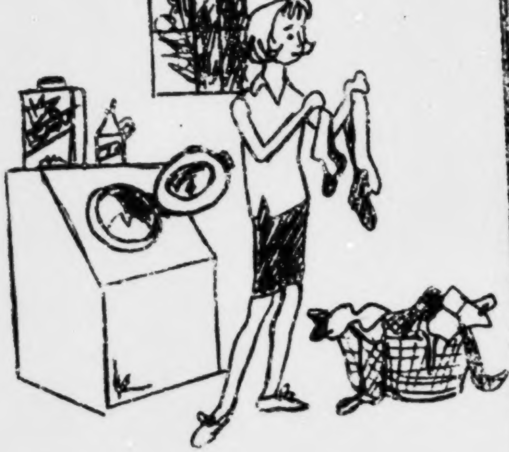


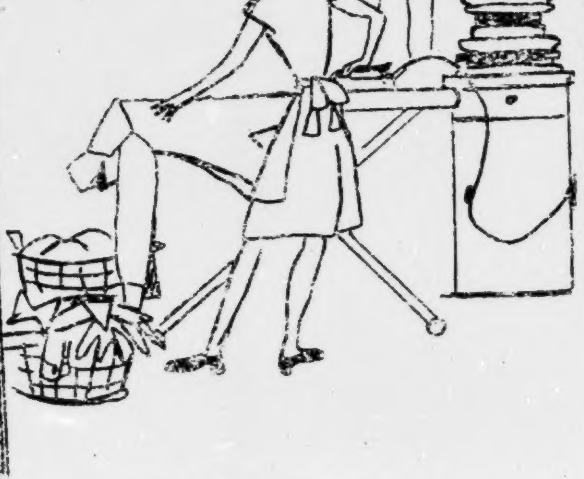
BEST COPY AVAILABLE

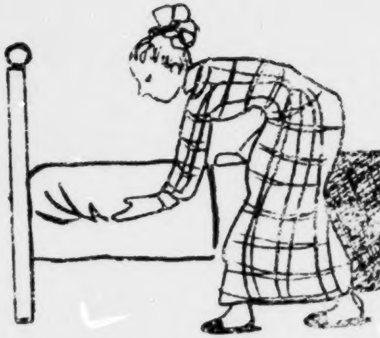


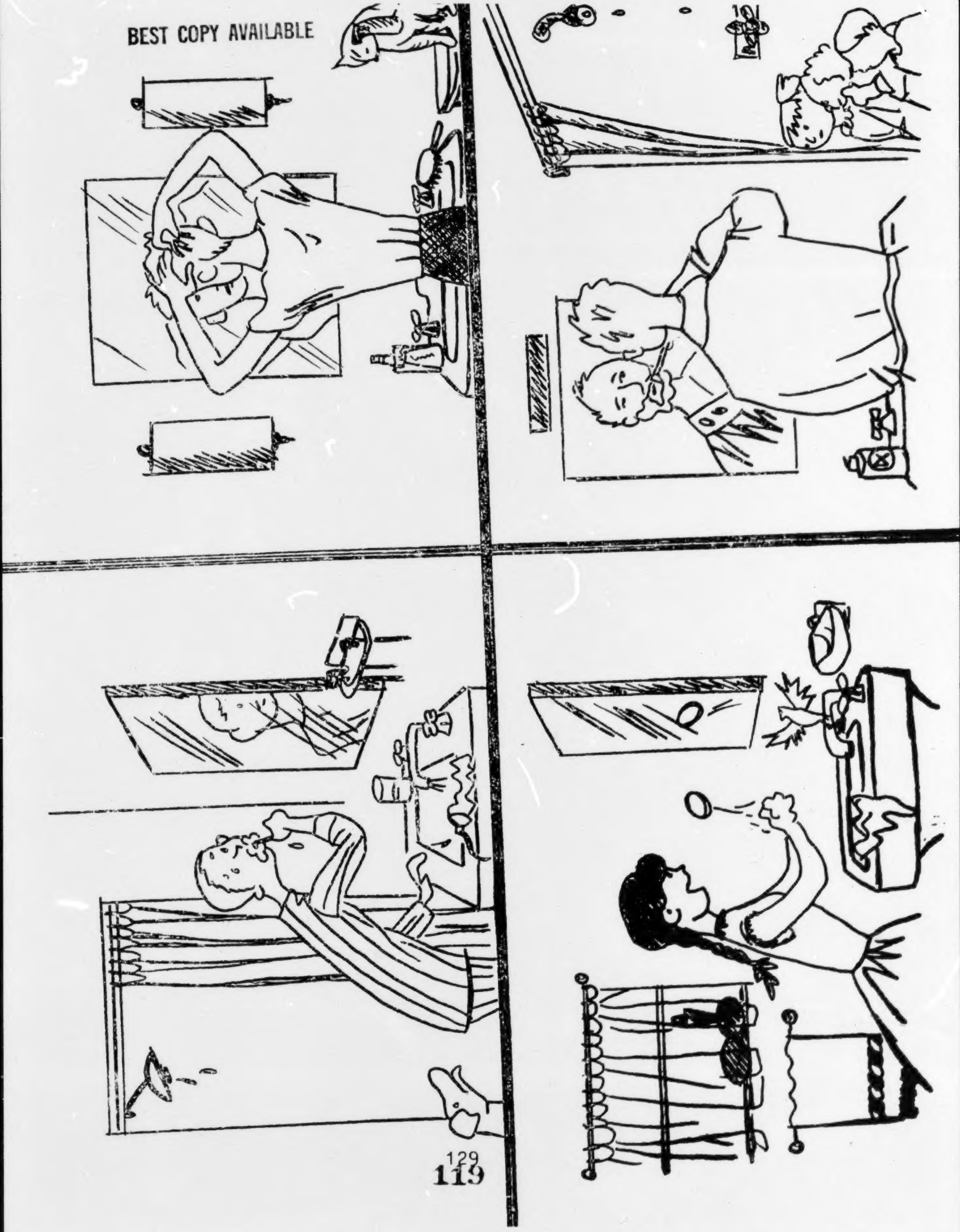


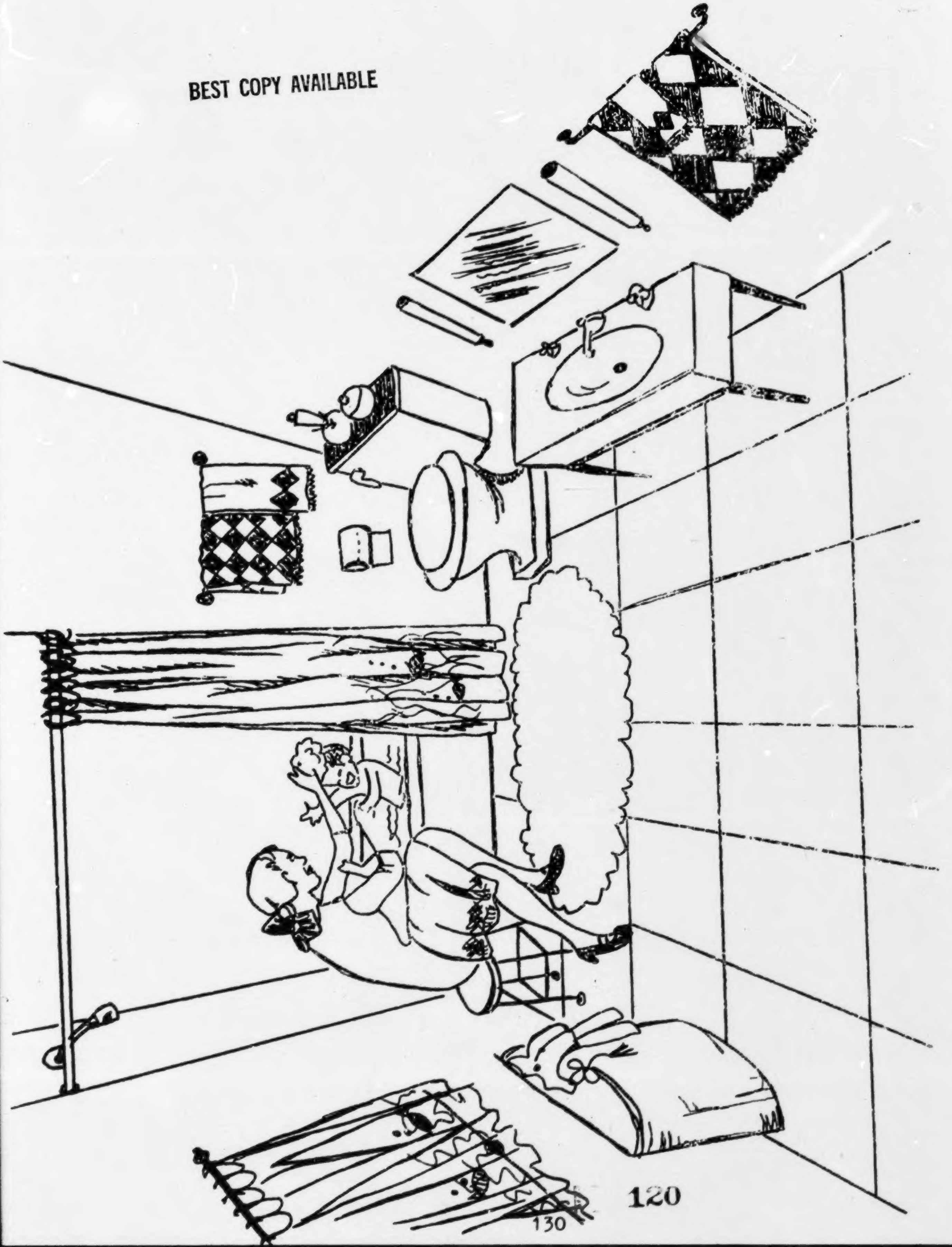


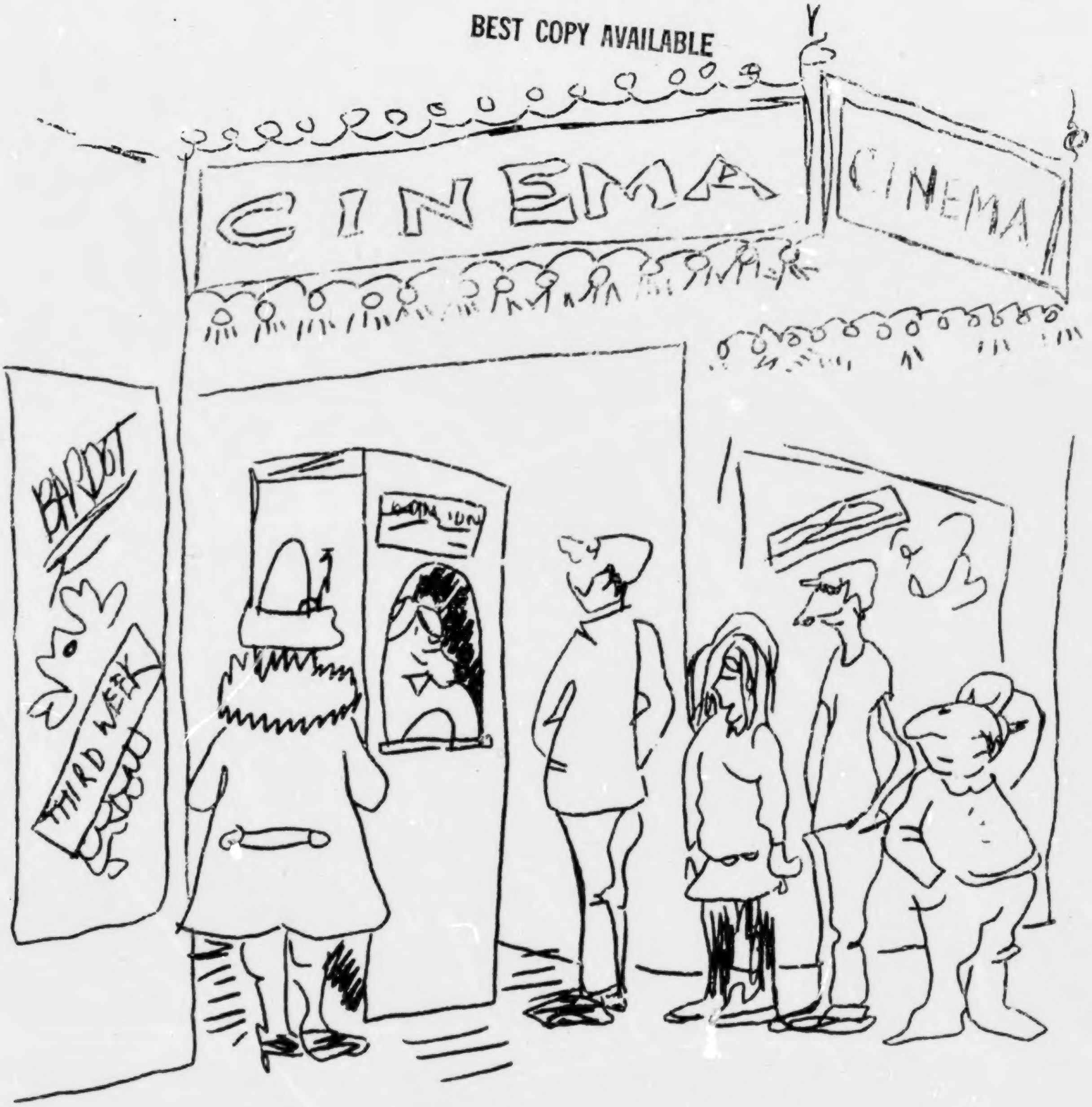


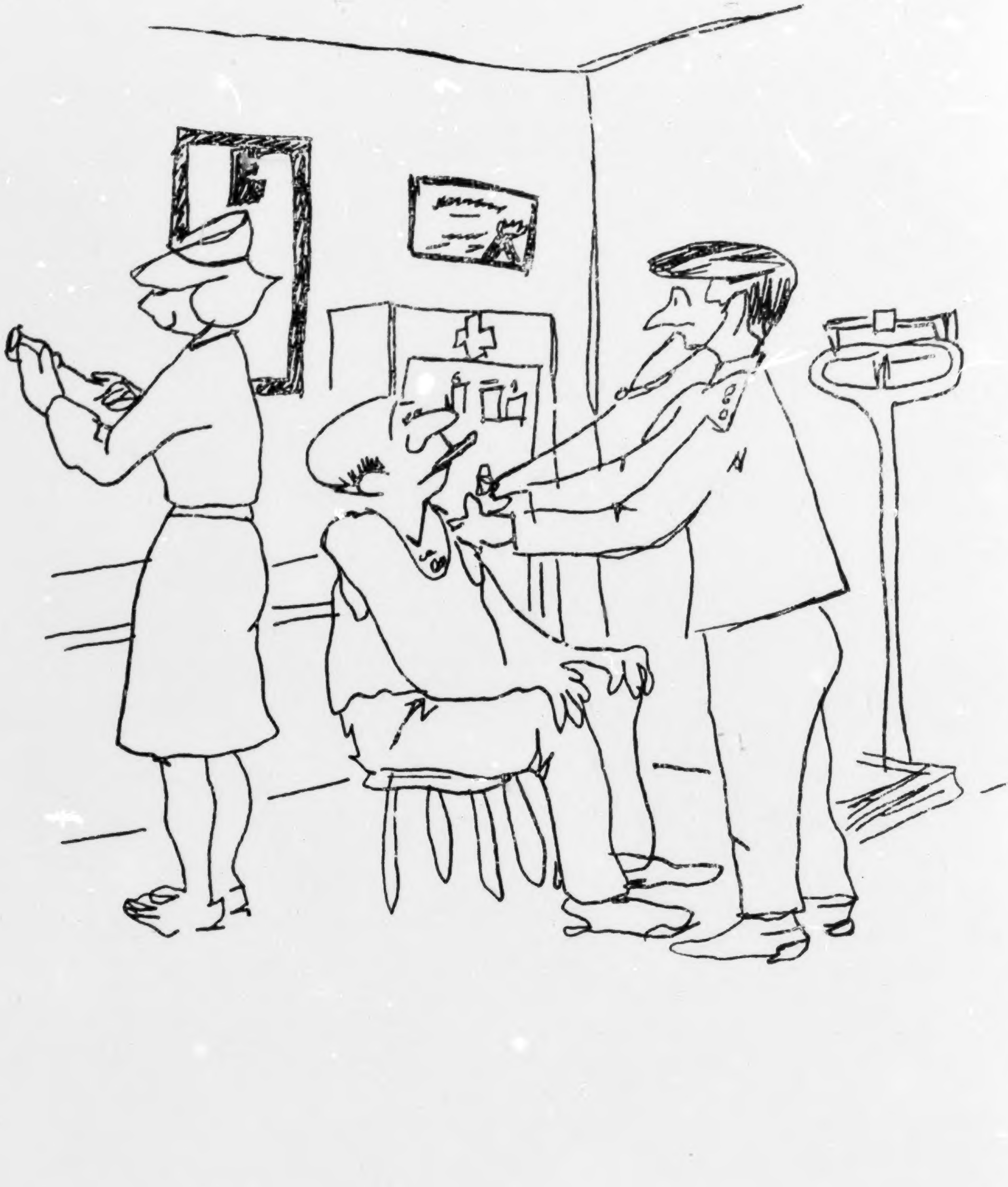


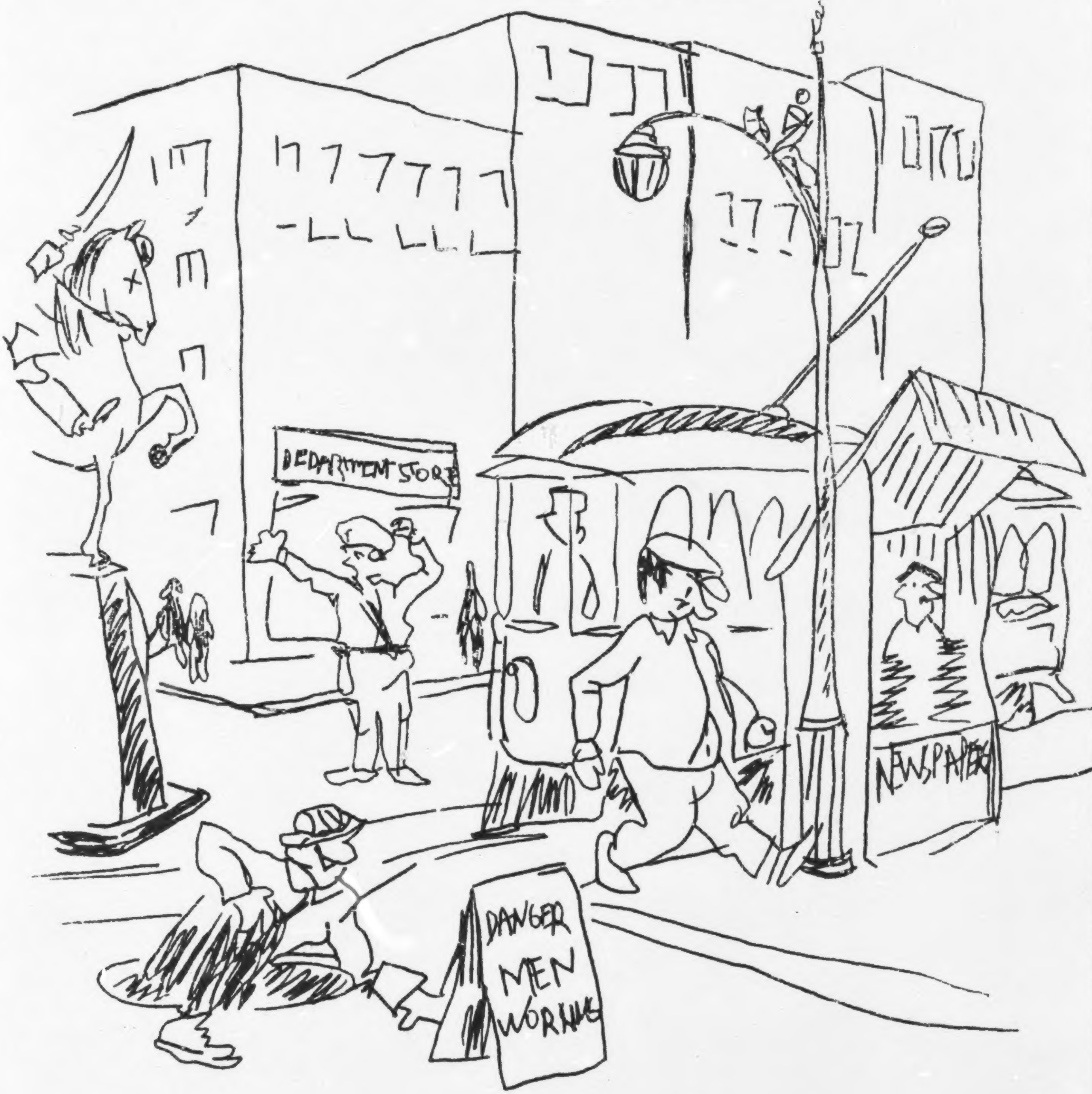




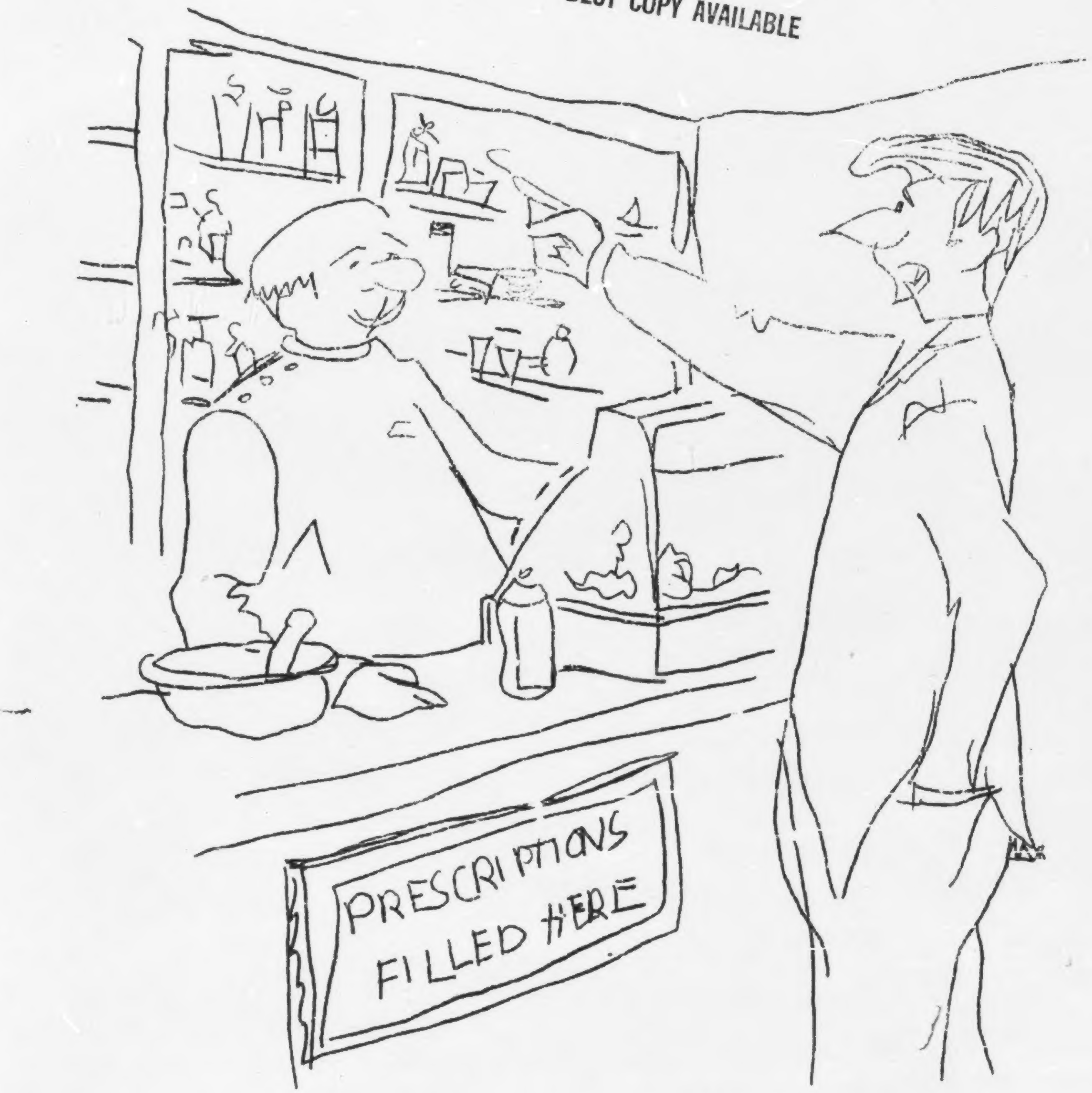



CINEMA
CINEMA
BARDOT
THIRD WEEK




DEPARTMENT STORE
NEWSPAPERS
DANGER
MEN
WORKING

BEST COPY AVAILABLE


PRESCRIPTIONS
FILLED HERE

TEACHING VOCABULARY

I. Which words should be taught?

According to C. D. Fries and others, students at the elementary level (beginners) should learn the English words for objects and persons in their immediate environment--in the classroom, the school, the home, and the community. Elementary classes also need words that are required for the use of fundamental grammatical patterns (names of days and months; numbers; common adjective, etc.). We should not try to teach beginners all the words that break down vocabulary, eg. ma, pa, sis, brother, pertain to clothing, shelter, food, transportation: only the items actually important to learners in their own environment should be taught. At this first level, the mastery of structure and sounds should be taught. At this first level, the mastery of structure and sounds is most important: the vocabulary load should be kept as light as possible.

At the intermediate level, students should begin to learn words related to situations commonly experienced by English-speaking persons, including words for phenomena outside the local experience. At this intermediate level the teacher may also begin to provide more systematic coverage of vocabulary by categories (food terms, clothing terms, those for shelter, transportation, occupations, geography, weather, etc.).

Advanced students need the specialized vocabulary that is related to their particular professional or educational interests, (medical terms, legal terms, engineering terms, business terms, etc.). Advanced students also need more and more of the kind of vocabulary indicated for intermediate students: more words related to the experiences of English-speaking people; and increasing coverage of major categories (food, shelter, transportation, etc.).

If a textbook is being used, the selection of vocabulary will already have been made by the author. Where there is no textbook--or where the text is unsatisfactory so far as vocabulary is concerned--the teacher can be guided by the above considerations. The teacher should also acquaint himself thoroughly with the content of one or more of the standard published vocabulary lists, most of which are based on a count of millions of "running words" to determine those which are most frequently found in written materials. Two commonly used list are the following:

Thorndike, Edward L. and Lorge, Irving. The Teacher's Word Book of 30,000 Words. New York: Bureau of Publications, Teachers College, Columbia University, 1944.

West, Michael P. A General Service List of English Words. New York: Longmans, Green and Company, 1953.

Another well-known list is the Basic English List prepared by C. K. Ogden and I. A. Richards. Man, of the 850 items on this list are not used very frequently by native speakers, but the words are useful to students because they cover a wide range of ideas.

No single "scientific" vocabulary list can be used without adaption in any teaching situation. Any such list should be used mainly as a guide and as a check on the teacher's subjective judgment.

How many words should be taught in each class period?

At the elementary (beginners') level, the answer is: As few as possible. The major task at this level is the mastery of fundamental sentence patterns and control over the sound-system. Teaching too much vocabulary too soon can distract from this major task and load students up with more words than they know to use properly.

Students at the upper levels of instruction, however, should be taught as many words as they can learn.

III. How should vocabulary be taught?

It is said that a language cannot be taught: It can only be learned. This statement might be debated and qualified where other aspects of language learning are concerned, but it applies with great force to vocabulary. Each of us could mention certain foreign words that we learned and still know, without their ever having been taught by anyone. Perhaps we heard such a word only once, and it so impressed us that we "picked it up" immediately, and have remembered it ever since. (Often there are some dramatic quality in the situation in which we first met the word--some urgency or embarrassment of humor, for example.). On the other hand, we all realize that many words which our teachers tried very hard to teach us either quickly left our minds or never really found places in our minds at all.

Much more help is needed from psychologists before teachers can know surely the best way to help students learn vocabulary. A person leatns a word that he feels some strong need to learn, or that he is really interested in learning. That much seems clear and true. The question is, how to make each student feel this strong interest or need in connection with every vocabulary item presented in the classroom. Probably this feeling of personal need or interest cannot be artificially induced in the classroom every time a word is introduced. But the ingenious teacher can find ways of making a word seem important and necessary. Wide reading expands vocabulary, particulary if the material is interesting and not discouragingly difficult. Above all, students need to be placed in situations which force them to find and learn words they need for getting something they want, or for expressing they want to express.

Vocabulary requires more creative teaching than anything else in the foreign language curriculum. But even a teacher who is not especially creative can help his students learn vocabulary by avoiding certain procedures that make the task more difficult than it needs to be. For example:

1. Do not introduce a new vocabulary item at the same time that you are introducing a new structure pattern. Teach new vocabulary in old sentence patterns; teach new sentence patterns with old vocabulary items.

2. Do not teach opposites (like large/small, old/young, here/there during the same class period. Teach one member of the pair now, and teach the other member in a later lesson. If the student tries to learn both at once, he may confuse the two completely.

III. How should vocabulary be taught - (cont'd.)

3. Do not teach all the days of the week in one lesson, or all the names of the months in one lesson, or all the numbers from 1 - 10 in one lesson. If you try to teach these as lists, the students will remember them as list. Then, when he needs just one of them, he will have to go mentally through the whole list before arriving at the day or month or number that he needs. Many students chronically confuse Tuesday with Thursday, for example, because they learned the seven days in a list. Start with one that has special meaning for the class (Friday in a Moslem culture, for instance; Saturday or Sunday in cultures where one of these is a holiday). Add the others slowly, fixing their meanings as you teach them. After all or most have been introduced in this way - - in several separate lessons-then give the whole list, for reference.

4. Do not spend large portions of the class period explaining long lists of words. Such a use of class time may make the teacher more scholarly and important, but it bores most students and encourages them, since they cannot learn so many words this way. It also gives the impression that all the words in the list are equally important and valuable. Furthermore, it leaves too little class time for student participation in drill and

- BUT -

5. Do show students how a "new" word is used in a sentence. Is it a verb, an adjective, a noun - - countable or uncountable? What preposition (if any) usually accompanies it? Call attention to special features that might otherwise be overlooked, like the first n in government, the single o in lose, the absence of e in ninth, etc.

It is also helpful to remember that even an educated native speaker cannot use (in his own speech and writing) all the words that he understands when he reads or hears others using them. Everyone's comprehension or passive vocabulary is larger than his productive or active vocabulary. Keep the distinction in mind when your students are learning vocabulary: some words have to be mastered for use; many others need only to be understood.

CHECKLIST OF MINIMAL COMPETENCIES

A. In the area of ORAL DRILL, a teacher should be able to:

Conduct the following types of mechanical drill: minimal pair (using Allen number system), repetition (including backward build-up), substitution, and chain drill.

Conduct the following types of meaningful drill: question and answer, minimal pair, substitution and chain drill.

Conduct choral drill followed by individual drill.

Maintain natural speed, pronunciation, stree, intonation, and usage in his speech, no matter what the nature of the drill.

Distribute attention among all students during drill.

Select students randomly rather than across the row for drill response.

Let up on a student who begins to panic over a wrong response and come back to him later.

Bring students up to speed and automaticity by having them repeat their own correct responses immediately.

Use hand signals in drill such as Listen! (Don't speak.)... Respond! (i.e. "Repeat what I've said" or "Answer my question.") ...Ask him...Everyone together!

Use visual aids such as the blackboard, flashcards, pictures, and realia when they are needed in various meaningful drills.

Provide lead-up to drill using structure and vocabulary already known to students.

Keep drills short. (Ten minutes is a good rule of thumb.)

B. In the area of OTHER ORAL ACTIVITIES, a teacher should be able to:

Elicit more than one sentence of connected discourse from a student by asking broad how-or-why-questions, or by cuing student response with the words "Tell me about..." or "Describe..."

Set up and conduct a structured dialog.

Get students to talk to one another in an instructured dialog.

Intersperse "fun" kinds of oral activities such as songs, games, or riddles according to the sensitivities of the age group and to relieve the pressure of drill.

Provide oral review of what has been taught, not only at the beginning of a lesson, but also in the middle, according to student need, and at the end, in the form of a capsulization.

Teach some oral language which the students can take outside the classroom and use immediately.

C. In the area of READING AND WRITING, a teacher should be able to:

Tell the difference between regularly-and irregularly-spelled words.

Prepare and duplicate a short reading passage on students' level.

Conduct oral reading for stress, intonation, juncture, and correction of spelling-induced mispronunciations.

Give brief, clear instructions for completion of any written work.

Prepare simple fill-in exercises (e.g., bubble-fill-ins, captions, sentence blanks.)

Prepare and assign simple homework exercises, preferably individualized to whatever extent is possible.

Prepare a model passage in the style of Ananse Tales Controlled Composition passages and present it to students on the blackboard or on a handout.

Evaluate and select appropriate reading and writing exercises from available texts.

D. In the area of TESTING AND RECORD-KEEPING, a teacher should be able to:

Diagnose students' approximate level of proficiency in oral English by eliciting particular structures and vocabulary, recording them, and noting strengths and weaknesses during playback.

Diagnose students' ability to read and write English (if they are able to do so at all) by giving them a series of short, graded reading and writing tasks (e.g. familiar, regulaly-spelled words for reading, then inclusion of some irregularly-spelled words, etc; asking them to arrange a set of written sentences in sequence with a picture series, then ask them to make up written sentences to suit a ~~differ~~ different series, etc.)

Conduct short mixed drills which require students to put together structures or structures and vocabulary which they have practiced in separate drills.

Sequence comprehension questions (e.g. yes-no, then wh-questions) so that students may reach small plateaus of success as they progress through the questioning.

Keep a daily log of all new sounds, structures, and vocabulay taught, using at least enough of the jargon and symbols of the profession (e.g phonemic symbols) to make the log short and intelligible to another teacher or to a supervisor.

Keep a subjective, anecdotal record of individual student progress and outstanding problems.

E. In the area of GENERAL LESSON PROCEDURES, a teacher should be able to:

Vary the pace and content of the lesson sufficiently to maintain attention without inducing nervousness, to maintain eagerness and interest without allowing students to go off on a tangent.

Introduce all new language orally before it is either seen in writing or written by the students.

Talk no more than half the time devoted to oral language. GET STUDENTS TO TALK AS MUCH AS POSSIBLE.

Do entirely without translation, grammatical terminology, definitions, or lengthy explanations.

Relate the language being taught and the methods used as closely as possible to students' everyday needs and activities.

F. In the area of OVERALL PLANNING, a teacher should be able to:

Anticipate general problems students ordinarily encounter in the learning of English because of interference from their mother tongue(s).

Plan out a sequence of English structures to be taught over a period offour to six weeks (i.e. a type of unit plan).

NJTESOL

TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES:

A SELECTED BIBLIOGRAPHY

Edited by: Nancy Brilliant

Contributing Advisers:
Elaine Adler
Kathryn Taschler
Jay Wissot

BACKGROUND MATERIALS

A. Linguistics

1. General

Bloomfield, Leonard. *Language*. New York: Henry Holt, 1933.

Bolinger, Dwight. *Aspects of Language*. New York: Harcourt, Brace & World, 1968.

Carroll, John B. *The Study of Language*. Cambridge, Mass.: Harvard U.P. 1955.

Gleason, H.A. Jr. *An Introduction to Descriptive Linguistics.* Rev. ed. New York: Holt, Rinehart & Winston, 1961.

Hockett, Charles F. *A Course in Modern Linguistics*. New York: Macmillan, 1958.

Hudspeth, Robert N. and Donald F. Sturtevant. *The World of Language: A Reader in Linguistics*. American Book Co., 1967.

Sapir, Edward. *Language: An Introduction to the Study of Speech*. Harcourt, Brace, & World, 1949.

Whorf, Benjamin Lee. *Language, Thought, and Reality*. Cambridge, Mass., 1957.

2. Contrastive Studies

Center for Applied Linguistics. Contrastive Structure Series. Charles A. Ferguson, General Editor. Chicago: The University of Chicago Press. (Contrastive analyses of phonology and grammatical structure of English and: French, German, Italian, Russian, Spanish.)

Hammer, John, and Frank Rice. *A Bibliography of Contrastive Linguistics*. Washington, D.C.: Center for Applied Linguistics, 1965

3. English Language

Allen, Harold B. ed., *Readings in Applied English Lingusitics.* Second ed., New York: Appleton-Century Crofts, 1964.

Baugh, Albert C. *A History of the English Language*. Second ed., New York: The Ronald Press, 1957.

Bryant, Margaret M. *Modern English and Its Heritage.* Second ed., New York, 1962

Buchanan, Cynthia D. *A Programmed Introduction to Linguistics: Phonetics and Phonemics.*

Francis, W. Nelson. *The Structure of American English.* (With chapter on American English Dialects by Raven I. McDavid, Jr.) New York: The Ronald Press, 1958.

Francis, W. Nelson. *The English Language, An Introduction.* New York: W. W. Norton, 1965.

Fries, Charles C. *The Structure of English: An Introduction to the Construction of English Sentences.* New York: Harcourt, Brace and Co., 1952

Herndon, Jeanne H. *A Survey of Modern Grammars.* Holt, Rinehart, & Winston, 1970.

Hill, Archibald A. *Introduction to Linguistic Structures: From Sound to Sentence in English.* New York: Harcourt, Brace, 1958.

Lloyd, Donald J., and Harry R. Warfel. *American English in Its Cultural Setting.* New York: Alfred A. Knopf, 1956.

Malmstrom, Jean. *Dialects - U.S.A.* Champaign, Illinois: National Council of Teachers of English, 1963.

Marckwardt, Albert H. *American English.* New York: Oxford U.P., 1958.

Pyles, Thomas. *The Origins and Development of the English Language.* New York, 1964.

Reed, Carroll E. *Dialects of American English.* New York: World Pub. Co., 1954.

Roberts, Paul. *Modern Grammar.* New York: Harcourt, Brace & World, 1968.

Robertson, Stuart. *The Development of Modern English.* Second ed., revised by Frederic G. Cassidy. New York, 1954.

Shuy, Roger W. *Discovering American Dialects.* Champaign, Illinois: National Council of Teachers of English, 1967.

Sledd, James. *A Short Introduction to English Grammar.* Chicago: Scott, Foresman and Co., 1959.

Strang, Barbara M. H. *Modern English Structure.* New York: St. Martin's Press, 196

Trager, George L. and Smith, Henry Lee. *An Outline of English Structure.* New York, 1961.

B. Reference Books for Teacher and Student

Crowell, Thomas L. Jr. *Index to Modern English.* New York: McGraw Hill, 1964.

Evans, Bergen and Cornelia. *A Dictionary of Contemporary American Usage.* Random House.

Kenyon, John S. and Thomas Albert Knott. *A Pronouncing Dictionary of American English.* Second ed., Springfield, Mass.: Merriam, 1953

The Oxford English Dictionary. 13 vols. Oxford, 1933.

Pei, Mario. *A Glossary of Linguistic Terminology*. Garden City, New York: Doubleday, 1966.

Whitcord, Harold C. and Robert J. Dixson. *Handbook of American Idioms and Idiomatic Usage*. Regents Publishing Co., 1953.

C. *Language Learning — Theory and Practice*

Allen, Harold B. *Teaching English as a Second Language: A Book of Readings*. New York: McGraw Hill, 1963.

Bellugi, Ursula and Roger Brown. "Three Processes in the Child's Acquisition of Syntax," *Harvard Education Review*. Vol. 34, 1964. No. 133-151.

Brooks, Nelson. *Language and Language Learning: Theory and Practice*. Second ed., Harcourt, Brace and World, 1964.

Bumpass, Faye L. *Teaching Young Students English as a Foreign Language*. New York: American Book Co., 1963.

California State Dept. of Education. *Teaching English Early: Sequence of Syntactic Structures*, Levels I and II. (1968 mimeo, N.S.C. Resource Center.)

Carroll, John B. *Research in Second-Language Learning: A Review of the Literature and a List of Research Problems*. Cambridge, Mass., 1955.

Dacany, F. R. *Techniques and Procedures in Second Language Teaching*. Quezon City, Phoenix Publishing Co., 1963.

Dixson, Robert J. *Practical Guide to the Teaching of English as a Foreign Language*. 1960.

Finocchiaro, Mary. *English as a Second Language: From Theory to Practice*. New York: Regents Publishing Co., 1964.

____________. *Teaching English as a Second Language*. Rev. ed., Harper and Row, 1969.

Fries, Charles C. *Teaching and Learning English as a Foreign Language*. Ann Arbor: U. of Michigan Press, 1945.

______________. The Teaching of English. Ann Arbor: George Wahr Pub. Co., 1949.

Gatenby, E. V. "The Natural Process of Language Learning," *Foreign Language Bulletin* 44, 1956.

Gleason, H. A. Jr. "*Phonemic Problems in Language Learning*," in An Introduction to Descriptive Linguistics, New York: Holt, Rinehart & Winston, 1961.

Hill, Archibald A. "Language Analysis and Language Teaching," *Foreign Language Bulletin* 41, 1955.

Jersey City Board of Education. *Jersey City Project for the Application of Structural and Transformational Linguistics to Adult Education*. (Teacher's manual; mimeo, NSC Resource Center.)

Lado, Robert. *Language Teaching*. New York: McGraw Hill, 1964.

Lado, Robert. *Linguistics Across Cultures*. Ann Arbor: U. of Michigan Press, 1968.

Lenneberg, Eric H., ed. *New Directions in the Study of Language*. Cambridge, Mass.: MIT Press, 1967.

Moulton, William G. *A Linguistic Guide to Language Learning*. MLA, 1966.

New York Board of Education. *Teaching English to Puerto Rican Pupils*, 1954-1957.

Newark Board of Education. *English as a Second Language: A Curriculum Guide*. 1969.

On Teaching English to Speakers of Other Languages, ed. Virginia French Allen. National Council of Teachers of English, 1965.

Pittman *Teaching Structural English*. 1967.

Rivers, Wilga M. *The Psychologist and the Foreign-Language Teacher*. U. of Chicago Press, 1964.

____________. *Teaching Foreign-Language Skills*. U. of Chicago Press, 1968.

Stevick, Earl W. *Helping People Learn English*. Nashville, Tenn.: Abingdon Press, 1957.

Stevick, Earl W. *A Workbook in Language Teaching: With Special Reference to English as a Foreign Language*.

University of Michigan. Selected articles from *Language Learning*. Series I: English as a Foreign Language. No. II; Theory and Practice in English as a Foreign Language. (1963)

Valdeman, Albert, ed. *Trends in Language Teaching*. New York: McGraw Hill, 1966.

West New York Board of Education. *Guide for Language Development of Non-English Speaking Students*. (N.S.C. Resource Center)

Weinreich, Uriel. *Languages in Contact*. New York, 1953.

D. Testing

Allen, Harold B. *Teaching English as a Second Language*. New York, 1965. Part 9, "Testing."

Educational Testing Service. *Test of English as a Foreign Language*: Bulletin of information for candidates 1970-71. Pamphlet available free from: Test of English as a Foreign Language. Box 899, Princeton, N.J. 08540.

Harris, David P. *Testing English as a Second Language*. New York: McGraw Hill, 1969.

King, Harold V. and Russell N. Campbell. *An English Reading Test of English as a Foreign Language*. Washington, D.C.: Washington Publications, 1956.

Lado, Robert. *Language Testing: The Construction and Use of Foreign Language Tests*. New York, 1964.

Michigan Test of English Proficiency. Ann Arbor, Michigan: English Language Institute, U. of Michigan, 1962.

Sako, Sydney. "Writing Proficiency and Achievement Tests," TESOL Quarterly, September, 1969, 237-249.

Testing: English Proficiency for Foreign Students. Washington, D.C.: Center for Applied Linguistics, 1961.

E. Language and Culture: The Bilingual Individual and the Bilingual Classroom

Anderson, Theodore. "Bilingual Schooling: Oasis or Mirage?" Hispania, v. 52, March 1969, pp. 69-74.

Anderson and Boyer. Bilingual Schooling in the United States, vols. I and II. 1970.

"Bilingualism and the Bilingual Child: A Symposium." Modern Language Journal, March and April, 1965.

Bram, Joseph. Language and Society. Garden City, New York: Doubleday, 1955.

Cervenka, Edward J. Final Report on Head Start Evaluation and Research: 1966-67 Section VI: The measuring of bilingualism and bicultural socialization of the child in the school setting: the development of instruments. Austin, Texas: Child Development Evaluation and Research Center, University of Texas, 1967. (ERIC ED 019 122).

Cordasco, Francesco and Eugene Bucchioni eds. Puerto Rican Children in Mainland Schools. Metuchen, N.J.: Scarecrow Press, 1968.

Cordasco, Francesco. "The Puerto Rican Child in the American School," Journal of Negro Education, v. 36, Spring 1967, pp. 181-186.

Cordasco, Francesco. "Puerto Rican Pupils and American Education." School and Society, v. 95, February 18, 1967, pp. 116-119.

Fennessey An Exploratory Study of Non-English Speaking Homes and Academic Performance. 1967.

Fishman, Joshua A. "Bilingual Sequences at the Social Level." In Kreidler, Carol J., ed. On Teaching English to Speakers of Other Languages. Series II. Champaign, Illinois: NCTE, 1966, pp 139-144.

Fishman, Joshua A. "The Status and Prospects of Bilingualism in the United States," Modern Language Journal, v. 49, March, 1965, pp. 148-155.

Gaarder, A. Bruce. "Conserving Our Linguistic Resources," PMLA, May 1965, Vol. LXXX, No. 2.

Hall, Edward T. The Silent Language. Garden City, New York: Doubleday, 1959.

Hayakawa, S.I. Language in Thought and Action. New York: Harcourt, Brace and World, 1949.

Harrison, Selig S. The Most Dangerous Decades: An Introduction To The Comparative Study of Language Policy in Multi-Lingual States. New York: Language and Communication Research Center, Columbia University, 1957.

Haugen, Einar. "The Bilingual Individual." In Sol Saporta, ed. *Psycholinguistics*. New York: Holt, Rinehart, and Winston, 1961.

Hojer, Harry, ed. Language in Culture. Chicago: U. of Chicago Press, 1954.

King, Paul E. "Multisensory Teaching Tools and the Very Young Language Learner," *Audiovisual Instruction*, v. 11, October 1966, pp. 639-641.

Lado, Robert. *Linguistics Across Cultures*. Ann Arbor: U. of Michigan Press, 1956.

Leopold, W.F. "A Child's Learning of Two Languages," *Monograph Series of Languages and Linguistics* No. 7. Washington, D.C.: Georgetown U.P. 1954.

Malmstrom, Jean. "Social Aspects of Bilingualism in San Antonio, Texas," in *Publications of the American Dialect Society*, No. 41. Available from: U. of Alabama Press, Drawer 2877, University, Alabama 35486.

Ott, Elizabeth H. "A Study of Levels of Fluency and Proficiency in Oral English of Spanish-speaking School Beginners." Austin, Texas: U. of Texas, 1967.

Piaget, Jean. *The Language and Thought of the Child*. New York: Meridian Books, 1955.

Raisner, Arnold et al. "Science Instruction in Spanish for Pupils of Spanish-speaking Background, an Experiment in Bilingualism." New York: Board of Education, 1967, (ERIC ED 017 926).

Saporta, Sol. *Psycholinguistics: A Book of Readings*. New York: Holt, Rinehart, and Winston, 1961.

Sizemore *Teaching Reading to the Bilingual Child*. 1963.

___________. *The Bilingual Child*. 1965.

Valencia *Bilingual/Bicultural Education: A Perspective Model in Multicultural America*. (1969)

Weinreich, Uriel. *Languages In Contact*. New York, 1953.

Whorf, Benjamin Lee. *Language, Thought, and Reality*. Cambridge, Mass., 1957.

F. Bibliographies

Aaron, A., ed. *TESOL Bibliography*. *Florida FL Reporter*. Spring, 1967.

Allen, V.F. and S. Forman. English as a Second Language: A Comprehensive *Bibliography*. New York: Teachers College Press, 1967.

Baker, Hugh S. *A Checklist of Books and Articles for Teachers of English as a Foreign Language*. NAFSA, United Nations Plaza, 1959.

Croft, Kenneth. *TESOL Bibliography* 1967/68. Washington, D.C.: TESOL

English as a Second Language in Elementary Schools: Background and Text Materials. Washington, D. C.: Center for Applied Linguistics, 1966.

Frank, Marcella. *Annotated Bibliography of Materials for English as a Second Language*. NAFSA, United Nations Plaza, 1960 and 1962.

Hammer, John and Frank Rice. *A Bibliography of Contrastive Linguistics*. Washington, D.C.: Center for Applied Linguistics, 1965.

Ohannessian, Sirarpi, et al., eds. *Reference List of Materials for English as a Second Language*: Part I: Texts, Readers, Dictionaries, Tests. Washington: Center for Applied Linguistics, 1964.

______________________________: Part II: Background Materials, Methodology.

Ohannessian, S. and R. E. Wineberg, eds. *Teaching English as a Second Language in Adult Education Programs: An Annotated Bibliography*. Washington: Center for Applied Linguistics, 1966.

Rice, Frank and Allene Guss. *Information Sources in Linguistics*. Washington; Center for Applied Linguistics, 1965.

Sanchez, George and Howard Putnam. *Materials Relating to the Education of Spanish Speaking People in the U.S.* Austin: U. of Texas Press, 1959.

Shen, Yao and Ruth Crymes. *Teaching English as a Second Language*. Honolulu: East-West Center Press, 1965.

Visual Aids for English as a Second Language. Washington, D. C. : Center for Applied Linguistics, 1965.

G. Periodicals

American Speech, Columbia U.P.

English Teaching Forum, U.S. Information Service, Washington, D.C.

Inter-pret. U. of Puerto Rico.

Language Learning: A Journal of Applied Linguistics, 1522 Rackham Building, Ann Arbor, Michigan.

Linguistic Reporter. Newsletter of the Center for Applied Linguistics of the MLA. 1755 Massachusetts Ave., Washington, D.C.

Modern Language Journal. Curtis Reed Plaza, Menasha, Wisconsin.

NAFSA Newsletter, National Association for Foreign Student Affairs, United Nations Plaza, New York.

TESOL Newsletter. Georgetown University, Washington, D.C.

TESOL Quarterly. Georgetown University, Washington, D.C.

H. Agencies and Organizations

Adult Education Resource Centers -- Glassboro, Jersey City, Montclair and Newark State Colleges.

Association for Teachers of English to Speakers of Other Languages (TESOL), Georgetown U., Washington, D.C.

Center for Applied Linguistics, 1755 Massachusetts Ave., Washington, D.C.

Modern Language Association, 60 Fifth Ave., New York.

National Association for Foreign Student Affairs (NAFSA), United Nations Plaza, New York.

National Council of Teachers of English, Champaign, Illinois.

United States Information Service, English Teaching Division, Washington, D.C.

I. Publishers Addresses

American Book Company, 55 Fifth Avenue, New York, N.Y. 10003

Thomas Y. Crowell Company, 201 Park Avenue South, New York, N.Y. 10003

English Language Services, Inc., 800-18th Street, N.W., Washington, D.C.

Harper and Row Publishers, Inc., 49 East 49th Street, New York, N.Y. 10016

Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, N.Y. 10017

Institute of Modern Languages, Inc., 2199 S. Street, N.W., Washington, D.C.20008

McGraw-Hill Book Company, 330 West 42nd Street, New York, N.Y. 10036

New York City Board of Education, Publications Sales Office, 110 Livingston Street, Brooklyn, N.Y. 11201

Oceana Publications, Inc., Dobbs Ferry, New York

Oxford University Press, Inc., 1600 Pollitt Drive, Fair Lawn, N.J. 07410

Prentice-Hall, Englewood Cliffs, N.J. 07623

Random House, Inc., 457 Madison Avenue, New York, N.Y. 10016

Reader's Digest Services, Inc., Pleasant, New York 10570

Regents Publishing Company Inc., 200 Park Avenue South, New York, N.Y. 10003

Silver Burdett Company, A Division of General Learning Corp., Morristown, N.J.

University of Michigan Press
Order from: Follett's Michigan Bookstore, 322 South Street, Ann Arbor, Michigan 48108

MATERIALS FOR CLASSROOM USE

A. ADULT and SECONDARY

(1) Beginner to Intermediate Levels - Multi-skill Texts

Bernardo, Leo U., Pantell, Dora F. English: Your New Language - Books I and II. Silver Burdett Company. 1966-67.
This text- workbook deals with everyday dialogue, followed by exercises in pronunciation, intonation, stress, patterning, reading and writing activities. Tapes, records and flash cards are available.

Dixson, Robert, J. Exercises in English Conversation. Regents Publishing Co.,1945.
Each lesson consists of an easy riding selection worked around specific basic vocabulary comprehension questions, dialogues, and oral drills are related to specific grammatical principles.

Finocchiaro, Mary. Learning To Use English I and II. Regents Publishing Co., 1966.
A course for beginning students based on the audio-lingual method. Sequence of learning within each unit listening, speaking, reading, and writing. Sufficient activities are included so that learning can be pleasurable.

Hall and Farnham. Reinforcement: Nucleus Course in English Institute of Modern Language, Inc. (Text, Workbook, Tapes, and Tape Book.) Institute of Modern Languages, Inc.
A course for the beginning student in which lessons are presented in a situational frame of reference with vocabulary and word structure with vocabulary and word structure presented in clusters. Designed for 80-100 hours of instruction.

Hall et al. Situational Reinforcement: Orientation in American English, Levels I, II, III. (Text, Workbook, Reader, Tapes and Tape Books for each level.) Institute of Modern Languages, Inc.
The text contains readings combined with comprehension questions, listening practices, response drills, sentences for repetition and notes on structure. The reader contains reading and comprehension, practice and may be used independent of other material.

Kane, John and Kirkland, Mary. Contemporary Spoken English - Vol. I, II, III, IV, V. (Tapes available for the series.) Institute of Modern Language, Inc.
To be used for drill and practice of essential structures. Many examples given.

Lado, Robert. Lado English Series - Books 1, 2, 3. Simon and Schuster, Inc., Educational Division.
A brand new series for the beginning student which consists of texts, workbooks, and tapes. The objective is the full development of the four basic skills - listening, speaking, reading, and writing.

Mitchell, Gillian, Elizabeth. Beginning American English: A Conversational Approach to the Study of English. 2nd edition, 2 volumes. Prentice-Hall,Inc.
A twenty-five unit course for adult beginners. Each unit contains a dialogue, exercises on vocabulary, sentence structure and pronunciation, and review. Illustrations used for instructional purposes.

National Council of Teachers of English. English for Today. Books I, II, III. Revised Ed. 1967. McGraw-Hill Book Company.
These three volumes introduce basic patterns and vocabulary. Material is linguistically oriented and carefully graded. Not oriented toward any particular language or cultural background.

New York City Board of Education. Scope and Sequence in the Teaching of English as a New Language to Adults.
A guide which provides a suggested sequence for the teaching of structure and sound integrated with relevant every day life situations. Contains related reading and writing exercises.

New York City Board of Education. Teaching Dialogues: English as a New Language Program for Adults.
Only teacher's manual is available. Dialogues are based on every day situation and have accompanying conversation and pattern practice.

Taylor, Grant. English Conversation Practice. McGraw-Hill Book Co., 1967.
A Textbook for oral practice in English for adult students who have completed a beginning course in English. Practice is initiated through four-line conversations which are based on common daily situations or on particular structural or lexical features. Very good ideas for dialogues.

Taylor, Grant. Learning American English. McGraw-Hill Book Co.
A functional grammar-oriented text using a controlled vocabulary. Useful ideas for oral and written exercises.

Wright, Audrey, L. and James H. McGillivray. Let's Learn English. American Book Company - 3rd edition, 1966.

(2) Beginner to Intermediate Levels - Non-book Materials

Flash Pictures (Set of 252 cards for ESL) $12.00 per set.

Charts for English Pattern Practices (Set 16 Charts) $18.00 per set.

Purchase both from Follett's Michigan Book Store, 322 South Street, Ann Arbor, Michigan 48108

Understanding Our Feelings. (Set of 28 photographs)

Concept Builders: Foods. (Set of 32 photographs)

Purchase from: The Instructo Corp., Paoli, Pa. 19301

(3) Intermediate to Advanced Levels - Multi-Skill and Structure Texts

Doty, Gladys G., Janet Ross. Language and Life in the U.S.A., 2nd edition. Harper and Row. 1960
A text for intermediate to advanced students who need to improve their skills in listening, speaking, reading and writing. Book reflects American English usage and gives information about life in the United States.

Hall, Eugene J. Practical Conversation in English for Intermediate Students. Regents Publishing Company.
Lessons are based on practical dialogues built around one or more grammatical structures. Exercises are provided for structure practice, stress and intonation, vocabulary, and grammatical points.

Hall, Eugene J. Practical Conversation in English for Advanced Students. Regents Publishing Company.
Lessons are based on practical conversations (dialogues) built around one or more grammatical structures. Exercises are provided for structure practice, stress and intonation, vocabulary and grammatical points.

Hayden, Rebecca E., Dorothy W. Pilgrim, and Aurora O. Haggard. Mastering American English: A Handbook. Prentice-Hall, Inc.
For adults at an intermediate or advanced level who need further review and drills in aural, oral and written practice.

Lado, Robert and Charles C. Fries. English Sentence Patterns. The University of Michigan Press. 1958
Emphasis is on oral approach to understanding and producing the grammatical structures in lessons which are linguistically graded.

Lado, Robert and Charles C. Fries. English Pattern Practices. Ann Arbor University of Michigan Press, 1958.
Charts available from Follett's Michigan Book Store.

Phinney, Maxine Guin, Ruth Hok, Shirley Mindewitz, and Don L.F. Nilsen. English Conversation Practices. The University of Michigan Press. 1968
An exercise source book which provides practice that approximate free conversation leading to control of common English sentence patterns.

Praninskas, Jean. Rapid Review of English Grammar. Prentice-Hall, Inc. 1959
Designed as a remedial text. Linguistic orientation. Contains 24 lessons, each with a short reading selection illustrating various grammatical points, and basic sentence patterns. Variety of written and oral exercises. Illustrations, diagrams and charts used for instructional purposes.

Taylor, Grant. Mastering American English. McGraw-Hill Book Co. 1959
Intensive concentration on sentence patterns and their practice. Lessons are based on stories often in dialogue form and are followed by comprehension, grammar and writing exercises.

(4) Intermediate to Advanced Levels - Readers

Allen, Virginia French. People in Fact and Fiction: Selections Adapted for Students of English as a Foreign Language. Thomas Y. Crowell Co., 1957
Reader for fairly advanced students. Selections adapted from stories, essays, and biographies of Frank F. Stockton, William Saroyan, Carl Van Doren, and others. Each selection is followed by exercises for comprehension, word study, grammar points, and composition.

Allen, Virginia French. People In Livingston: A Reader For Adults Learning English. Thomas Y. Crowell Co., 1953.
Contains original stories, some in dialogue form, about life in a "typical" American small town. Vocabulary and structures are carefully graded and controlled. Stories are followed by brief comprehension exercises.

Binner, Vinal O. American Folktales, I and II. Thomas Y. Crowell Co., 1966-68. Structured supplementary readers. Contain a variety of exercises for vocabulary building, conversation practice, controlled writing and pronunciation, glossary of grammatical terms, vocabulary and index.

Binner, Vinal O. International Folktales, Vols. I and II. Thomas Y. Crowell Co., A structured reader containing stories of different countries of interest to young and old. Includes comprehension exercises.

English Language Services, Inc. The Mitchell Family. Collier-Macmillan, 1965.

Harris, David P. Reading Improvement Exercises for Students of English as a Second Language. Prentice-Hall, Inc.
For high intermediate and advanced students. Part I consists of a diagnostic vocabulary test and a reading comprehension test covering both speed and comprehension. Other sections contain exercises to increase speed and comprehension, and scanning techniques.

Hollander, Sophie. Impressions of the United States. Holt, Rinehart and Winston, 1964.
A reading textbook which is a series of letters written by newcomers with various backgrounds describing the individual's reaction to some aspect of the American life.

Reader's Digest Services. Reader's Digest Readings: English as a Second Language. Books 1-6. Reader's Digest Services, Inc. - Publishers.
Series of edited and abridged readings from Reader's Digest mainly for adults. Base vocabulary restricted to about 1000 words, each volume adding about 350 new words. Vocabulary exercises and comprehension questions at end of each reading.

Stenick, Earl. Supplementary Lessons in American English for Advanced Students. Abingdon Press, 1956.

(5) Intermediate to Advanced Levels - Composition Texts

Doty, Gladys and Janet Ross. Writing English. New York: Harper and Row, 1965

Dykstra, Gerald, Richard Port and Antonette Port. Ananse Tales: A Course in Controlled Composition. Teachers College Press, 1966
Short graded reading practices designed to develop writing skills on intermediate level of English. Each passage is followed by step-by-step copy or rewrite directions carefully designed to provide controlled practice at different levels of achievement. Based on a collection of best African animal tales, course may be used in various cultural backgrounds.

Robinson, Lois. Guided Writing and Free Writing: A Text in Composition for English as a Second Language. Harper and Row, Publishers, 1967.
A composition text which provides exercises in controlled composition with the purpose of leading into free composition.

Wishon, George E. and Julia M. Burks. *Let's Write English*. American Book Co.
The first section of this text gives the guided practice necessary to develop a working acquaintance with the sentence patterns of written English, and it leads students, by stages, to combine sentences into paragraphs, then into short compositions.
The second section examines characteristics of major prose forms and gives practice in writing them.

(6) Pronunciation Texts - All Levels

Allen, Allen, and Shute. *English Sounds and Their Spellings*. Thomas Y. Crowell Company, 1967.
This book is intended for the beginning student. A number system is used to identify English phonetic sounds instead of the traditional phonetic alphabet.

Clarey and Dixson. *Pronunciation Exercises in English*. Regents Publishing Company, Rev. ed. 1963.
Provides drill exercises for consonant, vowel, and digraph sounds, with comparisons, sentence phrasing, intonation and a review paragraph for each sound.

Lado, Robert and Charles Fries. *English Pronunciation*. Michigan U.P., 1969.

Prator, Clifford H. Jr. *Manual of American English Pronunciation*, Rev. ed. New York: Holt, Rinehart and Winston, 1957.

Stevick, E.W. *A Workbook in Language Teaching: With Special Reference to English as a Second Language*. New York: Abingdon Press, 1963.

Trager and Henderson. *Pronunciation Drills for Learners of English*. The P.D.'s English Language Services, Inc.
For adult students based on Trager-Smith analysis of English phonology. Vowels treated first, then stress, intonation and consonants. Each sound first drilled alone, then on minimal pairs, and in short sentences. Stress is on pronunciation of words rather than meaning.

Wallace, Betty J. *The Pronunciation of American English for Teachers of English As A Second Language*. Ann Arbor, Michigan: George Wahr Publishers, 1964

Yorkey, Richard. *American English Pronunciation Practice*. Beirut, Lebanon: American U. of Beirut, 1965.

TESTS FOR ENGLISH AS A SECOND LANGUAGE

The following is a listing of tests that have been published for ESL students. We suggest that you order copies and review them for their applicability to your program and students before making a final decision on their value.

1. Cooperative Inter-American Tests English and Spanish

   Guidance Testing Associates
   6516 Shirley Avenue
   Austin, Texas 78752

2. An English Reading Test - for Students of English as a Foreign Language
   by Harold V. King and Russell N. Campbell

   English Language Services
   5550 Wilkins Court
   Rockville, Maryland 20852

3. CELT Tests (Comprehensive English Language Tests) for Listening, Vocabulary, and Structure
   by David P. Harris and Leslie A. Palmer

   McGraw-Hill Book Company, Inc.
   Princeton Road
   Hightstown, New Jersey 08520

4. Placement Tests
   English as a Second Language for Visual Discrimination, Structure, Vocabulary, Sound and Auditory Discrimination.

   Commonwealth of Puerto Rico
   Department of Education
   Educational Extension Program
   Hato Rey, Puerto Rico

5. Michigan Tests for
   Aural Comprehension
   English Achievement Series
   English Language Proficiency

   Folletts Michigan Bookstore
   322 South Street
   Ann Arbor, Michigan 48108

6. Allemany E.S.L. Adult Placement Test
   by Mrs. Donna Illyin - 10 cents per copy

   Alemany Adult School
   750 Eddy Street
   San Francisco, California 94109

Glossary

Audio-lingual - Listening and speaking. (The term is taking the place of aural-oral)

Backward Build-up - The teaching technique in which long sentences are divided from the end into small meaningful segments. This procedure makes it easier for students to hear and to repeat while maintaining the correct intonation.

Chain Drill - A technique for ensuring pupil participation in which one student asks a question or makes a statement to the student seated next to him, who in turn makes a statement or asks a question of the student seated next to him. The order of the chain is clearly specified by the teacher.

Choral Repetition - The imitation of spoken material by an entire class or by a group speaking together.

Content Word - One that refers to something in the world of reality--a thing, an action, a quality, a concept. Generally, a noun, a verb, an adjective, or an adverb. Content words and function words make up the vocabulary of the English language.

Culture - The pattern of the customs, traditions, social habits, values, beliefs, and language of any society of human beings. There are no people without culture.

Function Word - One having little or no meaning by itself because it does not refer to an object or action in the world of reality. Function words are considered one of the four major meaning signals of English since they indicate relationships of content words to each other. Prepositions, auxiliaries, conjunctions are examples of such words.

Idiom - An expression whose total meaning cannot be derived from the meaning of each individual word within it; e.g., He laughed himself sick; I can't do without you.

Inflection - The addition of an ending to express a grammatical relationship; e.g., -ed added to "walk" to indicate past tense.

Intonation	-	The melody of a language produced by the rise and fall of the speaker's voice.
Linguistics	-	The science which analyzes and describes a language as it is used by its native speakers. There are several branches of linguistic science, e.g., structural, historical, comparative, and contrastive.
Minimal Pair	-	Two items that sound alike except for one difference; e.g., "rag, rack," "very, berry," "sheet, ship," "looks, looked." Minimal pairs are used to help students hear, distinguish, and produce the phonemes (the meaningful sounds) and the structures of the language they are learning.
Model	-	The "perfect" native production of a sound, word, or expression by a teacher or a tape for imitation and repetition by the students.
Morpheme	-	A minimal unit of meaningful speech; e.g., a word, "boy"; an inflection "s," as in "boys"; a suffix "ish" as in "boyish."
Morphology	-	The study of grammatical changes in the forms of a word; e.g., boy, boys; boy's; sure, ensure.
Pattern	-	An arrangement of sounds, letters, or words that recurs systematically in a language and that is meaningful; the framework or design of an utterance; e.g., noun-verb (Birds fly).
Pattern Practice	-	Drills, activities, and exercises that help give students control of patterns of language (word order, word form, function words, intonation).
Phoneme	-	The smallest unit of sound in a language that distinguishes one word from another. For example, "p" and "b" are phonemes because they make a meaningful difference in words like "pit" and "bit," "peat" and "beat," or "pear" and "bear."
Phonemics	-	The study of meaningful units of speech.
Phonology	-	The study of the sounds, intonation, rhythm, stress, and pauses in the language. (Includes the study of phonetics and phonemics.)

Pitch	Contrasts in the relative height of the tone of voice. Pitch is an important component of intonation.
Programed Learning	A method of learning that incorporates the following basic features: Students can proceed at their own pace; the items to be learned are presented in the smallest possible incremental steps; students learn immediately whether their response is correct.
Segment	A syllable of a word, or a meaningful group of words in an utterance; e.g., mean/ing/ful; box/es; I went/to the store.
Slot	The position of a word or phrase in an utterance or sentence that can be occupied by words or phrases of the same class or type; for example, "the," "a," "some," "each" can fit into the same slot.
Spiral Approach	A method of teaching in which the same language or cultural topic is presented in greater depth at each succeeding level of learning.
Stress	The prominence of syllables or words in speech. The stressed syllable in English is longer and louder than other.
Structure	1) The grammar of a language. 2) The recurring patterns of a language as they occur in forms and arrangements of words.
Syntax	The arrangement of words in utterances and sentences. "I always go there," "I go there in the afternoons." Words like "always," "generally" and "never" are placed before the main verb whereas time phrases are placed at the end of a sentence.
System	The recurring combinations and sequences of sounds and words into patterns that signal meaning. We talk of the sound system, the grammar system, the vocabulary system, the culture system of a language.
Utterance	A word, expression, or sentence that conveys full meaning to a listener. For example, "no" is an utterance.

Selections taken from:
Finocchiaro, Mary. Teaching English as a Second Language. New York: Harper & Row, Publishers, 1969.

Parting Comments

Here's to Joe Tiscornia
And Kate Taschler too,
They've put together an Institute
That's really work to get through;
We study and practice and learn Farsi
And Japanese and Spanish,
And any thoughts of free time
We immediately did banish.
But what I've learned in just three days
I'd really like you to know
Is more than I've learned in 20 years
So happily to school I go
To practice dialogues galore and
   drill and practice teach.
And for giving me this opportunity
I think you're each a peach.
If my teaching's as bad as my meter,
You'll be thinking, "How can we unseat her?"
But remember, sincerity and gratitude galore
You can't get out of a grammar book
    or buy in any store.
So accept my thanks, no matter what the beat,
You've really swept me off my feet.

Mona Rinzler

This poem was submitted by one of the participants during the first week of the Institute. It sort of summarizes the feelings of the group that first week and also for the remaining two weeks of the Institute.

MY FAREWELL*

(In My Own Name and Other Classmates)

I don't know English

I don't know what a longtime I
take in learn it.

That, only God know it!

But I know, and without doubt,
that you are, with your presence
and good will, you did happiness to us

By that, we will remember you,
with true love and gratefulness.

We will remain with other professors,
Kindness and wisdom.

He will facilitate us the way of our
learning.

To you, not good-bye

Only, good journey...and remember us...
a little.

Thanks,

Horacio Tames

July 22, 1971

---

*Mr. Tames, an elderly Spanish-speaking man, wrote this lovely farewell to all the participants in his group. We think this message belongs to every participant.